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ABSTRACT

This document presents a creatively written description of Antioch College in Columbia, Maryland, written by a college consultant who was hired as a consultant to the governing council of the college to make an analysis of the college's governance system and the learning and social environment of the school. The author describes how the institution communicates with itself and with the outside; how the physical environment works--whether for the benefit of the organization or to its detriment; the institution's political processes; how the institution defines its business or purpose; how the institution supports its clients; how the college supports learning; what students do with their time; and finally, he addresses the question of whether or not the college is a fit place to be. The format of the document would be of interest to college and university administrators who are looking for promotional techniques, and the method that the author uses to gather information for his study and end product would be of great interest to educational researchers and developers both within and outside of college communities. (Author/HS)

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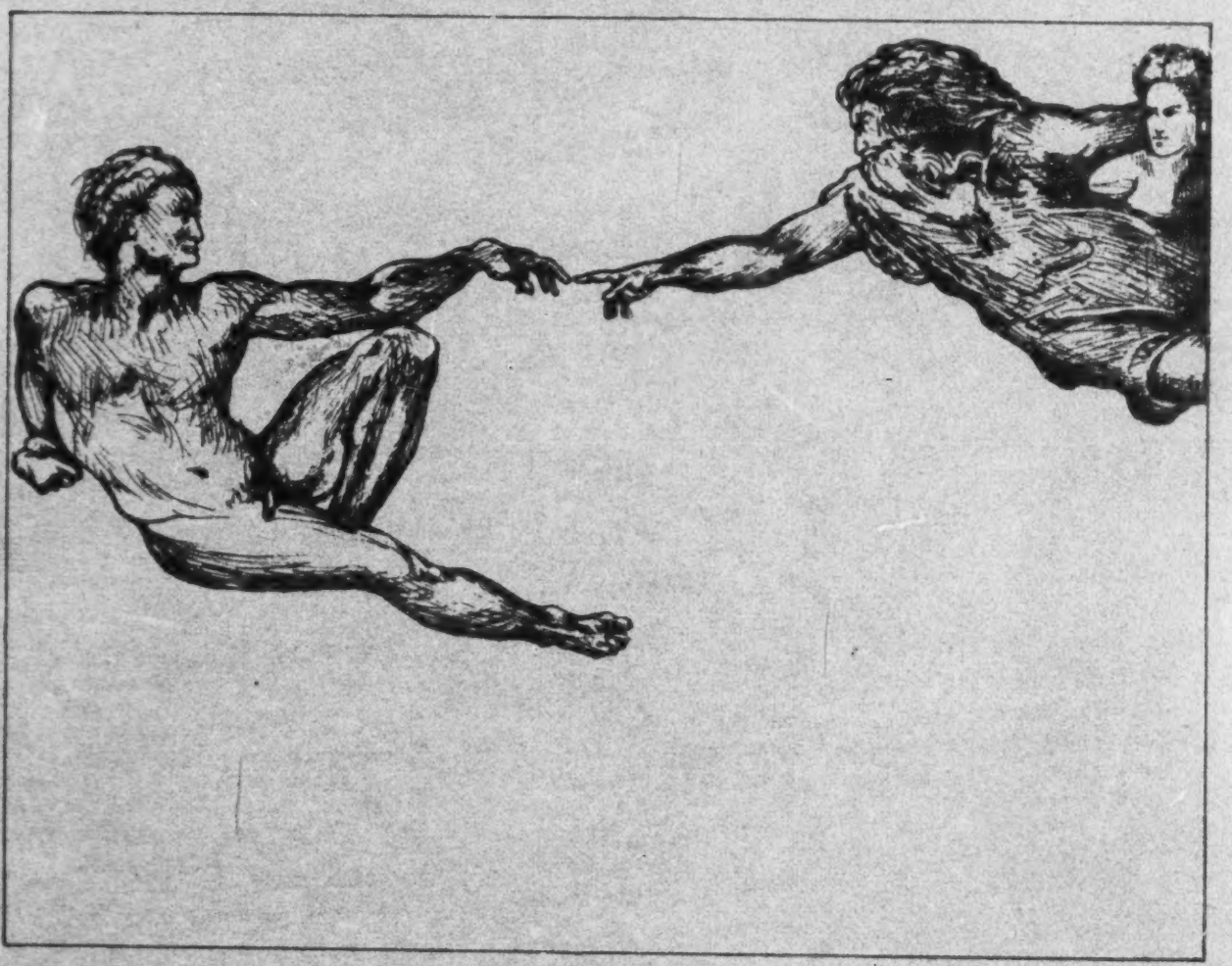
KERYGMA AND CREATIVITY

AT ANTIOCH-COLUMBIA



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KERYGMA AND CREATIVITY AT ANTIOCH-COLUMBIA

by Tom Hebert

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A NOTE ABOUT TOM HEBERT:

He is thirty-two years old. He is short and has a beard. He rarely reads the small print; he rarely follows the directions. He is a management consultant. He was in college and graduate school doing theatre. He went into the Peace Corps. And went to Nigeria. Then he went to the South and taught in a Black college. He went to Vietnam for 2 1/2 years. He went to Biafra. He went to an "experimental college." He wrote a book about it. He went to Antioch-Columbia. He wants $450 refunded from the IRS this year. He and a partner are writing a book on getting control of your education.

A NOTE ABOUT THIS THING:

It is an assembly. It is a culling of the reading of recent months that relates to my stay at Antioch. I have written ligaments here and there to hold together my major ideas. It is something of a teaching machine, to introduce the reader to some source material. It may not be wholly correct, but I for one, stand behind its errors. And it does ignore "Higher Education."

--Tom Hebert

KERYGMA AND CREATIVITY AT ANTIOCH-COLUMBIA

Antioch-Columbia or the Washington Baltimore Campus of Antioch College, (What is its real name?) may be a college dropout.

"These findings are consistant with other studies, which indicate that college dropouts tend to be more creative, more complex, more impulsive, and more autonomous than their peers who stay."

--Arthur Chickering, Saturday Review, January 16, 1971.

DESCRIPTION OF ANTIOCH-COLUMBIA:

An amorphous thing spraddled all over the Washington-Baltimore corridor. Perhaps 230 students. One hundred seventy in Columbia, Maryland, the planned community; sixty divided between Washington and Baltimore. It is the third major component in the "Antioch System," -- Antioch's approach to survival in the seventies. After an admirably short gestation period in 1969, it opened September 1970. A "sooner" mentality. Just get some space. And go. It operates with few of the traditional constraints of American Colleges.

> "We use the region as our campus, making use of what is available in libraries, industries, organizations and cultural opportunities. Programs are deliberately dispersed encouraging as much fruitful interaction as possible with communities in inner city Washington and Baltimore, in rural areas and small towns and in the new city of Columbia (growing to an estimated 110,000 by 1980). Students are essentially responsible for their own living arrangements."
>
> --from the first brochure, 1970.

But constraints do come and go.

MY APPROACH

As a college consultant, first I read what the institution has to say about itself. As above. One picks up clues to institutional soundness/neurosis in the material it emits.

Then I watch the process of negotiating my work. Who does it and how it is done. How the institution takes in peddlers like myself tells much. How I am dealt with suggests the institutional habits with which members must contend. My initial experiences at Antioch will be narrated further on.

Next I begin attending every function that I can. Try to get myself invited, included in arrangements. Generally the first few days some resistance to a new face has developed. Quickly I have become a "political person." This is natural and acceptable. A problem at Antioch was that I was hired with as much fanfare as could be mustered for the occasion. I was a bit heralded. I found that I preferred the usual ignominy that accompanies the outside consultant. If no one expects much that is a good deal of latitude in which to be successful.

I lived in Columbia and worked at Antioch for about a month and a half. It took me about one week to find some office space. Antioch/Columbia basically doesn't know how to hire or fire people. My assigned office space was occupied by a blond young thing who had been uselessly hired, then poorly fired, and at last "laterally arabesqued" to a

non-role for one month, a walking "who did it?" A student and I finally secured her another space and I had my retreat. I felt awful. The next day I started bringing in my books, to line my mind. The librarian walking by the opening between two large cabinets that served as a door, remarked that my books were none too safe. "Rip off tonight!" , she said. A quick learner, I packed my books into their boxes and hid them in a closet the librarian knew about. Being an aware person, I can spot easily problems of territoriality.

Then I start talking with students -- anywhere. In my car giving rides, at parties, in the principal "transactional nodes" (lobbies, lounges, etc.), in my office which fortunately had no door at Antioch. Goodbye doors.

Talking with students is about the best way of learning about a college; that's obvious; but not easy. Often I feel threatened -- by a brilliant student who at 19 seems my peer; by an extra good-looking girl; by an aggressive kid who sees my presence as one more insult to his already insult ridden experience of life; by Gomo who felt I didn't have a "my office;" by the spaced-out people who I can't comprehend.

There is a bit of authoritarian teacher in each of us. I have found that students enjoy it for about 15 minutes. If I am sufficiently interesting they will allow communication to begin. Students appreciate that I don't know where or what my next job/role will be; that I'm excited by a one month contract; and that I listen.

I arrange talks with administrators -- by force of will. Generally it is not necessary because you can read them all over the institution. People are what they do. Only the administrator that can stand away from his handiwork, give it independence, a separate life, has irony, is interesting. I am also threatened by some administrator types. Pete Gerber, young Assistant Dean at Antioch-Columbia, scared the hell out of me in our first meeting. I told him I was pleased to remember that Young Turks do grow old.

I also take a lot of notes. I go through a note pad a day. Then I work out a filing system from them that goes cafloughy shortly, but I keep trying. I take notes of most conversations and at all meetings.

During this contract I lived with a young anthropologist/architect and his systems analyst wife in Columbia. (Jerry Schwinn pointed out that that chilling one line description of two good humans exemplifies Columbia and its Age.) I could have joined a student apartment in Tilbury Woods (the lower-cost apartment development in Columbia where most Antioch students live). I could have...but I must confess that student living styles (ignorance of apartment living and a distrust of Middle Class Tidyness) aresomething I couldn't face again. The holes in this report can be laid to my not wanting to be young again. My host family did provide me with an ongoing analysis of Columbia, its design and development. I have forgiven myself.

Some Things That I Study.

- [ ] How the institution communicates with itself and with the outside.
- [ ] How the physical environment works, for the benefit of the organization or its detriment.
- [ ] Its political processes.
- [ ] What happens to initiative.
- [ ] How the institution defines its business.
- [ ] How it supports its clients.
- [ ] How the college supports learning.
- [ ] What students do with their time.
- [ ] Is it a fit place to be.

Warren Bennis, a current hero (another being Goodman) somewhere lists five aspects of the modern organization:

- Free communication
- Concensus
- Influence of competence
- Accepts emotion as fact.
- Faces human bias in dealing with conflict.

As noted already, sometime I feel awful, threatened, excited, etc. In change organizations, like experimental colleges, I finally am just trying to survive. I soon get welded into some activity, role or function (never the one I see myself in). I am watching what the organization does with me. How am I utilized. So I get carried along. The Seventies are years of "Emotion As Fact." As an observer/participant in these change organizations, I feel that statistical reliability/traditional research method is less useful than emotional reliability. This bugs the hell out of folks who want answers to their problems.

"Becker and Geer believe that participant observation is most useful when a situation or institution is in a state of change. Living and working in the situation will assist the researcher in distinguishing between reactions to the present situation, memories of the past, and hopes for the future....There is no single best method -- questionnaire, interview, simulation, participation, or experiment -- for studying man's adaption to his environment."

--Robert Sommer, Personal Space, 1969.

A basic assumption: what an organization perceives as its problems isn't reliable. What it perceives as a problem should be solved with the people who developed that "problem."

The consultant should be radical to the organization. He is trying to identify areas that can be changed. He is trying to stake out new paths, vectors for the institution. Above all, he is trying to realign the activities of the organization to its mission. He is looking for bullsh't.

"The just terminating scientific-exploitative revolution, in its focus on mining resources, has evolved extremely efficient administrative capacities for directing motor functions of institutions. Execution of administrative functions subsumes established goals. On the sensory side, institutions remain relatively blind. Few incorporate adequate means for assembling and integrating knowledge relevant to how the actions of other institutions, or other subsystems, affect their own performance, and how their own function has effects permeating beyond the restricted conception of their mission. In particular, most institutions lack access to information necessary to evaluate and reorient their missions."

--John B. Calhoun, "Space and the Strategy of Life," Ekistics, June 1970.

Last summer I discovered "entropy." A most useful concept for the study of American colleges. First I found it in General Systems Theory, Bertalanfy, et al; then in Norbert Wiener's The Human Use of Human Beings; then in a book on the future by Arthur C. Clarke, Profiles of the Future. It is not a happy word (B. Fuller tries to make it one). "A measure of randomness, disorder, or chaos in a system." "The degradation of the matter and energy in the universe to an ultimate state of inert uniformity." My favorite example is Detroit. From the ultimate U.S. car ('32 Fords/ Chevys) to the total complete sameness of the 1971 modules, we have an entropic phenomena of the first water. They have not gotten better, only more alike.

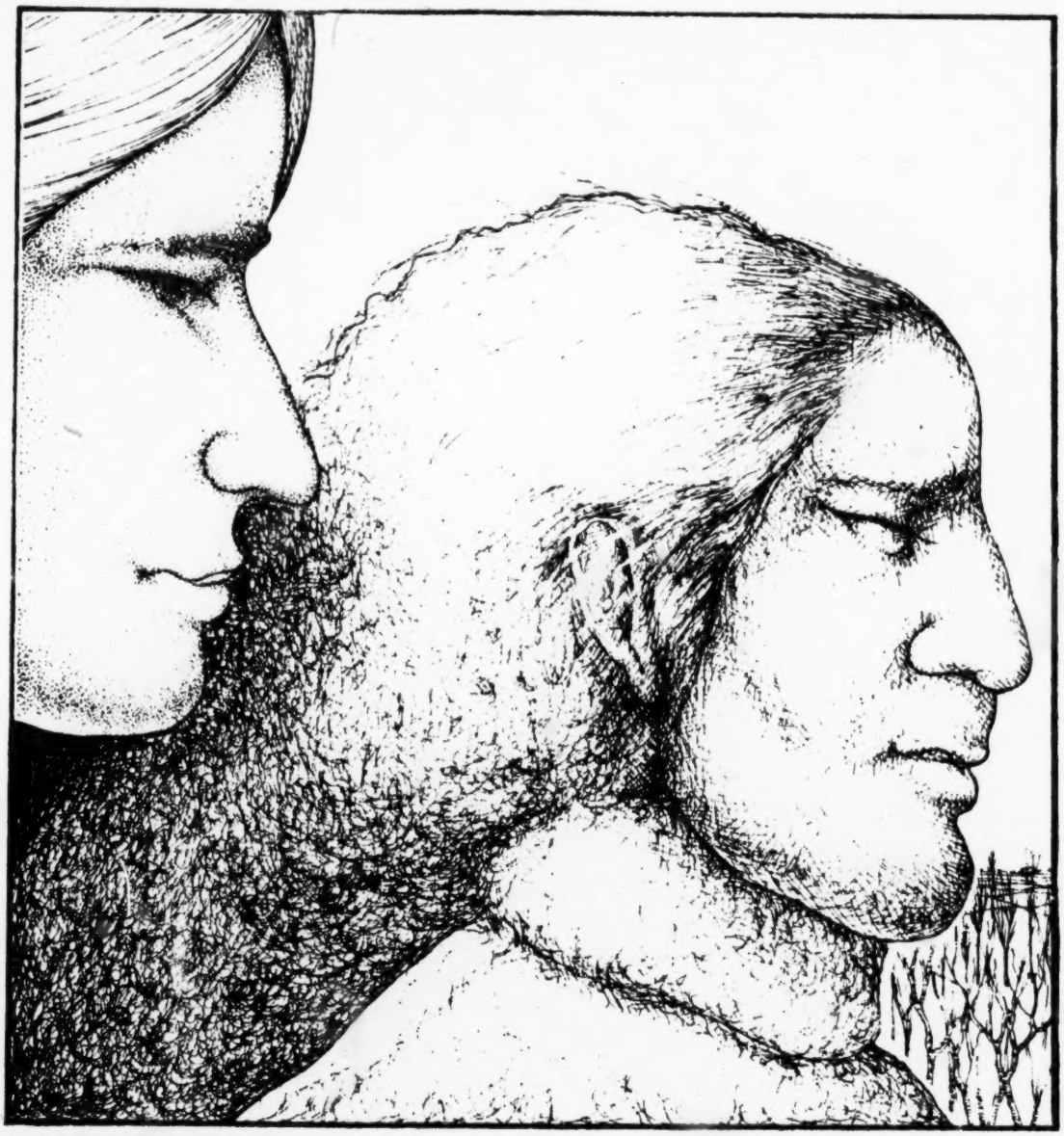
U.S. "Higher Education" is in an increasingly entropic way. Differentiation among schools, programs, methods, philosophies, environments is decreasing. Efforts such as Antioch-Columbia have got to succeed. I suspect that efforts to liberalize, decentralize the state/research universities will fail. The technology of this period, which is more and more supplanting formal government as the primary controlling instrument of America, needs them to create the malleable worker of the change-based technology of Tomorrow. Schools for the electronic hardhats, more powerful because they are not threatened by change; indeed the universities will create people who will thrive on regular adjustments.

"The higher education system, with its massive inertia, resists fundamental change, rarely eliminates outmoded programs, ignores the differing needs of students, seldom questions its educational goals, almost never advocates new and different types of institutions."

--Ford Foundation report on the state of the nation's colleges, 1971.

"As entropy increases, the universe, and all closed systems in the universe, tend naturally to deteriorate and lose their distinctiveness, to move from the least to the most probable state, from a state of organization and differentiation in which distinctions and forms exist, to a state of chaos and sameness...But while the universe as a whole, if indeed there is a universe, tends to run down, there are local enclaves whose directions seem opposed to that of the universe at large and in which there is a limited and temporary tendency for organization to increase. Life finds its home in some of these enclaves."

--Norbert Wiener, The Human Use of Human Beings, 1949.



"...and perhaps the most important reason private institutions must not be allowed to decline is that they bring to our national life vital elements of diversity, free choice, and heterodoxy...Heterodoxy describes the permitted presence in a society of unconventional ideas and philosophies and institutions and organizations which nourish them. Tolerance of this kind is a sign of national maturity and self-confidence and indicates faith in the good sense of the average citizen to sort out what is genuine and what specious."

--Alan Pifer, president of the
Carnegie Corporation, 1971.

In the last pages of my little book on small college management, S.U.N.Y.C.O.W., I compared uptopian communities and residential colleges an enti-entropic devices:

"In other words decay. The small residential college can resist this. It can share with utopian programs these elements:

- ☐ an isolation and discrete entity,
- ☐ an instinct for systems,
- ☐ an ability to manage change,
- ☐ a concern for new ends, alternatives and goals for this society.

The small college in America must be allowed to be very different, distinct from the anbient culture. Utopian."

"Over the years the New School has itself succumbed to expansion, buildings and grounds, etc., in the normal process of decay of the prophetic to the bureaucratic."

--Paul Goodman, The Community of Scholars, 1962.

From my letter to the governing council of Antioch-Columbia, CoCoCil: "This attempt to free an American education from the demands of property and maintenance must succeed." I feel it will. I sense Antioch-Columbia is floundering a bit. That is fine if it is done competently. In the things I discuss here I hope there are ideas for such "competent floundering."

- Kerygma, defining the college's mission
- Columbia and New Town Theory
- Creativity and Modern Organizations
- The Antioch Student, For and About
- Living and Learning at Antioch-Columbia
- A Governing Model (For the hell of it.)

We go.....

But what is the place's name?

"People seem to think that the college is running away from them...Bang or whimper? Hell! When the college dies it may be so far away from us that we won't even be invited to its funeral."

--Editorial from the Antioch Record (Yellow Springs), January 18, 1971.

KERYGMA

Antioch is amoeboid. Pure amoeboid. You can get used to that. If you understand it. And that is what I am going to discuss now. Understanding identity and changing forms. If Antioch is about change now, it might as well get good at it.

In the Introduction I said that an Outside Consultant should take a radical bias; he should be defining the roots of an organization in terms useful to current management. A return to "first causes" in decision making releases energy for change. To know "the business," the roots, the mission is necessary for the creative decision that allows basic growth, trunk growth. The attenuated, the febrile, the wasteful activities which any organization collects over a season, have to be chopped away regularly. Faulkner said, "You have to kill your babies." As only great generals can separate strategy and tactics, as junior high kids learn the difference between theme and topic, so managers must be able to distinguish generic and operational questions. For this they need a reference point.

In its current catalog, Antioch College tries to avoid defining itself: "Since nothing exactly ends, nothing can be exactly defined." But then it gives it a try.

"Antioch has a tradition of educational innovation. Founded in 1852...A national college of three principal units...College in dispersion" (Harris Wofford's long ago description of the Peace Corps.) "Antioch's purpose has been to equip college students to live effectively in a complex and changing world and to help meet society's changing needs." etc.

Everyone at Antioch/Columbia is struggling for the thing to survive, but no one is sure as to what it is that is to survive. They could pass it on the street and not recognize it; few could describe it in a police line-up. Here I want to present a term new to Management Theory -- Kerygma, Greek for "Kernel." This is a concept of Christian theology, describing the essence of the Christ-event, the core of the Christian experience, problem. "The proclamation of the decisive act of God in Christ," as Rudolf Bultmann used it in Kerygma and Myth. Elsewhere he called it "the kernel of truth," "the kernel of event." It is that which is unavoidable, like the makeup of a DNA chain. It is out of the history, background of an event that character stems. Kerygma concerns the original intent. The first causes, mission, name of the game. The stated goals of an institution may be out of date, wrong to begin with, impossible. But the Kerygma is unchanging. It is the source of vitality or wrongness. "The proclamation of the decisive act." Henry Ford thought to build basic transportation, not refrigerators and thunderbirds.

The Kerygma of Antioch's new major presence in the East, Antioch/Columbia, must be sought. In a rush of meiotic expansion Antioch can weaken itself. In my weeks at Antioch/Columbia I found that it had a good bit of vitality, but not much resistance. Everytime I thought I had hold of a guiding principal, I found that it had already been tried. Joe Shea almost inflicted the college on Taos, New Mexico. Only some students vociferous in their loyalty to their Middle-classness and the lack of a bus kept the college from wheeling away to the sands.

Many students view Antioch/Columbia as a place to grab a degree or some credits in a moment of freedom before the shit comes down. Not knowing the Kerygma of Antioch/Columbia, why it was founded, they cannot defend the institution against themselves or others. For them it is a correspondence school they can somehow attend. Like Heathcote Farm in Northern Maryland, Antioch may be a "transitional community," to ease some young into competent personal maintenance. But that is not what Antioch is into, I suspect.

In 1962 Paul Goodman in Community of Scholars suggested secession: The simplest remedy is the historical one, for bands of scholars to secede and set up where they can teach and learn on their own simple conditions." Antioch is now involved in just such movement in the Portland (Oregon) Learning Community.

The Kerygma of such an institution concerns independence. It is lovely "anarchy out of culture." But the essence of such attempts is "freeholding." It is good for Antioch to shelter them as Morris Keeton has suggested, but an institution can only build so many alternatives to itself. And Antioch does believe in itself. What an ego!

In January of 1969, Morris Keeton wrote the "Proposal For a College at Columbia, Maryland." He is Academic Vice-President for the Antioch system and considered the principal architect of Antioch-Columbia. He listed three purposes and functions for the college:

- ☐ New city development and old city redevelopment.
- ☐ To survive and thus help preserve a dual private-public system of education. The college will view itself not as a place, but as a network of learning activities.
- ☐ To make higher education available to all.

I think there are elements of Kerygma in that, but it seems a mix of yeasty thinking, a bit much to pull off. Now I will add another description from The Antioch Bulletin:

> "But implicit in the Washington-Baltimore Campus is deliberate experimentalism, transcience, participative governance, and a commitment to learning by problem-solving in the community..."

Judson Jerome, author of Culture Out of Anarchy is a long time Antioch professor. He accompanied Morris Keeton to Columbia to build a college. In the book he writes about it:

> "Antioch is presently transforming itself into a System -- a new conception in college structure -- and the Washington-Baltimore Campus is an important element in the new design."

And further on:

> "We want to create units which can be set up rapidly, which will work, and which do not depend upon long processes of institutional approval, enabling legislation, or other social changes in order to happen. We want to create regional campuses, using the environment as the major learning resource, permitting almost total self-direction of students of their own education and a broad based participative model of governance, and we want to do it on terms which people can afford -- or to create devices so that society pays for the education of those who can't afford it."

From all this and more, I have pulled out six strands of intent:

- ☐ Dismantability. Keeton's term. Elsewhere called "transcience."
- ☐ Replicability. Jud Jerome's word.
- ☐ Corridor College. A tri-partite presence.
- ☐ College as Environment. A different effort needed for this, as opposed to "corridor."
- ☐ Social Action. The current management's real interest
- ☐ New Town Studies.

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The first two terms are similar. Morris is worried about losing experimentation, getting locked into the same old system of tenure, buildings, grades. He is trying to redo the concept of the American College. He wants the various units independent; able to move-out if necessary. Judson's "replicability" is a prescription for what U.S. kids need: "A place to be." He suspects that the idea of a simple gathering of friends, much as in Goodman's proposal, will be the model for future college education. But he has managed enough programs to know that systems are needed along with a national reputation.

The "Corridor College" is the idea that you have three "geo-centers," I think, all linked together, with programs wandering among them, with Route 29 brimfull of students soaking up experience.

The "College as Environment" sees the college and learners living off the land, piggybacking off other institutions, both learning and corporate. It sees Washington and Baltimore as great tools for self-learning, with so much going on that you just have to plug in the student, question him now and then as to what he is doing and collect tuition. This imagines an environment ready for exploitation, and students committed to utilizing their own resources. The learning technology required for this has not been developed. The "co-op system," work while studying, can only be part of such technolgoy. You have to provide more than opportunities to a student.

If you provide few things to support him/her, enable him/her to study in the environment, then the opportunities go begging and the college is thus hurt and the student feels guilty. The "Environment as College" requires rigid planning from the college and student. In the original proposal (Keeton, 1/69) I find "a network of learning activities." But the principal emphasis is upon Columbia itself. Indeed it is a "proposal for a college at Columbia, Maryland." The corridor and the environment had not yet asked to be colleges.

However in September 1969 a task group working on the college outlined the functions of the proposed college, putting weight on "regional ecology," quality of life in the city and surroundings." and "fruitful encounter between black cities and predominantly white enclaves and suburbs." It seems to me that we are here witnessing a drift to "Social Action." And such action is in the city.

I like Steve Plumer, the dean. The most creative administrator around. I understand he is tough. But he also has a sense of humor. He is a professional in social action (city). And the college he took over from Morris Keeton,who returned to Antioch planning,was not in the city as fully as Plumer thought it should be.

And now a few words from Steve Plumer:

"The Washington-Baltimore Campus of Antioch College is committed to replacing social and institutional patterns which perpetuate imperialism, war, racism, bankrupt philosophies, exploitation, and oppression with alternatives fostering human equality, dignity, fulfillment, peace and a more wholesome use of the earth."

--from a Statement of Purpose quoted in Steve Plumer's Memorandum to Faculty, Students and Staff, dated September 1, 1970.

"Note: My synonym for revolution is productive social change."

[sic]

--Steve Plumer, at the October Convocation, 1970.

A Statement of Purpose that came out of one of the October Convocation's work groups:

"The purpose of this campus is 'productive social change.' [sic]

(1) To effect immediate social change in improving the lives of the third world and other oppressed people;

(2) To study the system for the purpose of effective change in the inequities of the system and giving people closer access to decision-making processes;

(3) To provide alternatives of life-style and culture and to show people different ways to live their lives."

"The great idea of this campus is not the establishment of a training school for social change agents, but a place where people can grow, in whatever direction they choose, to their greatest effectiveness. Free individuals have always been the greatest agents of social change."

--Bill Whitaker, student, in the "Convocation Report," October, 1970.

"That was when Steve broke in and ended the Convocation with the remark that as long as he was here Antioch would not be a liberal arts college."

"How can we create a college that facilitates, where people can define what they want to learn and how they can learn most effectively, and the program helps them do it? That's how I see us moving -- not toward any particular mode."

--Steve Plumer quoted in
Culture Out of Anarchy,
1970.

The last of Antioch's "strands of intent" I want to discuss is New Town Studies. "New Town Studies" is handled exclusively by Antioch's Human Ecology Center. They have taken on the coloration of Rouse/Columbia: full of planning, disciplined, ambitious and a bit up tight. Doesn't seem to me that they have studied the bases of New Town, Garden City, Greenbelt, Town Planning theory. Quoting from their brochure:

> "unique opportunities to study 'New Town' developmental processes...The Human Ecology Center seeks students interested in participating in the development of the prototype and in the studies which will lead to improvement in its successors...The planning and developmental process is a dynamic one, evolving continuously and open to new concepts and innovation."

At least that is what Rouse is saying. I don't believe it. New Town Theory is locked into a view of civilization that a college should not accept. (That civilization itself is plannable.) It will sound strange to Antiochians, but Eric Rivkin and his fellow ecologists should enlarge their view of human ecology.

The first day I looked around for a college motto engraved somewhere. The letterhead has a geometric design that obviously means something. I needed a motto. I think Antioch-Columbia needs one. If people were to clamor for such a motto, what should it be?

(FILL IN THE SPACES PROVIDED.)

Debbie Dawes: _____

Pete Gerber: _____

Jud Jerome: _____

Morris Keeton: _____

Steve Plumer: _____

You: _____

Franchising.

Whenever I mentioned it as a possible description of what the Antioch System was about, Antiochians to a man/woman shuddered. Morris dismissed it as a system that imposed uniformity. Other people saw hamburger at the thought. Yet I think it is a useful concept for any expanding organization. I guess that if I have been at Antioch in the late sixties, I would have urged the hiring of a top franchising executive, or at least assembled a group of them and picked their brains on how franchising and college expansion related. A creative decision was made at Antioch about three years ago. They have been acting it out ever since. And I believe the decision was to franchise.

> "At Council Manufactoring we define franchising as 'a continuing relationship in which Council provides a licensed privilege to do business, plus assistance in organizing, training, merchandising and management, in return for a consideration from a franchise.' "
>
> --Robert Metz, Franchising, 1969

"A franchise company is one that lacks capital to compete on a nationwide basis with the chain companies and thus looks for enterprising people who have saved enough to launch a business. They offer their dealers products that have gained a solid reputation in the market place and continuing advertising support so that the name will become even better known. The franchise company has diligently polished techniques of doing business. Often developed in a highly successful pilot store, and has packaged the methods so that the franchised dealer can avoid costly trial and error in establishing a business. The franchise company trains its franchisees at a company school in an intensive course so that the new dealer, usually with the on-site help of company instructors, can open his store confident of his approach and hopeful of success."

--Robert Metz, Franchising, 1969.

Franchises are fun to study. Walk into a franchise restaurant and try to discover the plan of the operation. What elements make up the image of the franchise. Why is it successful. What is wrong with it? What can be changed in it to jibe once again with the clientele?

In years past, national franchise operations sold stability and uniformity, instant public recognition. That is no longer true. McDonalds is a good example. I have a little warm spot in my heart for McDonald's Hamburgers. Yes I do. They helped save my neighborhood in Washington, D.C. Seventeenth Street between Q & R was being battered to pieces by the wreckers. When they stopped, some good places were gone. Then we saw a construction sign saying that whoopee a new McDonald's was coming in. Terrible visions of yellow orbs about to pierce quaint Northwest Washington. We watched construction begin; vowed some stealthy action if our fears became realized. All was proceeding behind this fence,for weeks. Finally one day I shinnied up the fense to have a look-see. I see a lot of nice warm brick, mansard roof (kitchy but O.K.) and no about to sprout ugly, dumb, yellow wheels. It opened. With as much professional eye as I could get together, I studies the place. Great assortment of poor, middle-class, white, black, young, old, professional, laborer. All sitting in this carpeted "ye olde England" type atmosphere, carefully putting their papersacks full of containers and wrapping into the attractive receptacles. Staff was large and friendly. They were all trained, knew the operation. The

place developed into quite a neighborhood center. I have been to a couple of meetings there. We used to meet and greet at the McDonalds. Wouldn't have believed it. An asset, a McDonalds?

Most readers of this have a hate for franchises, I'm sure. But the best of the known franchises are providing what the bulk of Americans want. And some are even providing quality: Kentucky Fried Chicken, Lumas, A to Z Rentals, Snap-On Tools, etc.

I think the need for uniformity in franchising is past. As long as the image of the franchise is maintained, perhaps computerized accounting can be the principal area of conformity. Franchise operations now are the result of centralized authority in almost every aspect. This will change. Franchising and computers may be an anti-entropic phenomena.

And for the life of me, Morris Keeton's "An Operational Definition of Semi-Autonomous Status For Antioch'Ventures' " looks like a simple franchise agreement.

"Panic about automation as a threat of uniformity on a world scale is the projection into the future of mechanical standardization and specialism, which are now past."

--Marshall McLuhan, Understanding Media, 1964.

"At the Puppy Palace school you receive what the organization calls the "concept indoctrination." You are schooled in the history of the company and its reason for specializing exclusively in dogs. Your indoctrination also deals with the Puppy Palace image and how to maintain it. The marketing training emphasizes the value of advertizing, promotion and publicity, and explains the reason for certain designs for stores, packaging, and trademarks. The dealer is taught a basic knowledge of all breeds, including their dominant physical, mental and psychological traits....There is instruction in selling technique, inventory control, personnel management, profitability accounting, bookkeeping, and an 'all-important' lesson in the operation of a cash register. Then he gets on-the-job training in an established Puppy Palace."

--Robert Metz, Franchising, 1969.

Notes of The Antioch-Rouse Company meeting, December 23, 1970 as published in The Bokonon, Antioch's little paper:

"Morris suggested the mode of responsibility might be similar to the way they handled the clinic with the Johns Hopkins people, where all the ideas for the clinic came from the Hopkins people, but the Rouse Co. facilitated its becoming a reality by connecting them with investors and helping in other details of implementation. Maybe you should work that way when Antioch comes up with a firmer idea of its attitude towards Columbia.

"Mort Hoppenfeld (Rouse) said that they invited Antioch in because they thought of Columbia as a learning situation, a living community.

"Morris said that Antioch should have done in Columbia what they did in East Baltimore, that is set up an adult degree program with community programs in order to ensure community involvement.

"Mort said that the initial vision was lost, through a combined absence of set ways of doing things. [sic]

"Jim (Rouse) added that unless the plans are disciplined into the process at the beginning, they get lost in the day-to-day pressures of business.

"Steve (Plumer) said the failure came from the first few months, that it was lost in the struggle of both institutions to survive.

"Mort said they both failed at the same time. People were trying to get their own internal crises solved and they tried to avoid taking on any external problems."

"It soon became clear to many people that a great amount of institutional development was needed. There was no provision for record keeping, poor spending and collecting operations, no reliable way of disseminating information, of getting decisions made, or coordinating activities. And we had to put out a brochure. Many of these problems could have been worked out in the planning before the college opened."

--Larry Bazel, in a history of the college written for the "Self-Study" group, 1970.

"I think we have two commodities to market -- freedom and education."

--Judson Jerome, Culture Out Of Anarchy, 1970.

"The principle of decentralism is that people are engaging in a function and the organization is how they cooperate. Authority is delegated away from the top as much as possible and there are many accommodating centers of policy-making and decision. Information is conveyed and discussed in face-to-face contacts between field and headquarters. Each person becomes increasingly aware of the whole operation and works at it in his own way according to his own capacities."

--Paul Goodman, People or Personnel, 1963.

What would be the key elements in an Antioch franchise?

1.

2.

3.

4.

now available from Antioch!

Antioch Deans of Students

Four experienced, innovative Assistant or Associate Deans of Students at Antioch College have been "selectively non-renewed" for budgetary reasons. Wide range of backgrounds, interests and skills, including human relations training, counseling, hall residence advising, foreign student advising, academic program development, freshman programs, administrative skills. For individual résumés, address inquiries to Deans of Students, Antioch College, Yellow Springs, Ohio 45387.

I have suggested that the Kerygma of Antioch-Columbia concerns franchising. But the secret of franchising is specializing. And that has been the mistake at Antioch/Columbia. Its purpose, personnel and space are scattered over the corridor. Napoleon warned that you must concentrate your forces. I have nothing against operations in Washington and Baltimore, but they should be locally administered. If students need safe passage between one and the other, issue passports that are good for study at any Antioch endeavor.

I think to find the Kerygma, you must go back to the fact of Antioch in Columbia. From Larry Bazel's history of Antioch/Columbia written for the Self-Study Group: "In November of 1968 a public relations counsel for the college suggested that it explore the opportunity of Columbia, which he thought receptive to Antioch styles and objectives." It is true. I have heard this man take great credit for wedding The Rouse Company, Columbia and Antioch College. We are getting close to the Kerygma. It concerns establishing a college franchise in a New Town. But is a franchise in a New Town worthy of Antioch? Does a Kerygma based on a 19th Century British social movement have enough vitality to provide direction to a college organized in 1969?

My answer is yes, of course. Over 300 New Towns are going to be built in this generation. And the theory upon which they will be built is wrong.

The mistakes in Ebenezer Howard's little plan are going to plague millions of Americans unless they are challenged. As I described it earlier, Antioch-Columbia's analysis of New Town theory is wishy-washy. It fully accepts New Town theory as understood by The Rouse Company. I appreciate Steve Plumer's anxiety to get out of Columbia. But I am convinced Antioch must remain to struggle. Columbia and The Rouse Company need an Antioch College to change their ways. As Steve says, "Decentralize, protect diversity."

"Antioch hasn't been the irritant to Columbia that we had hoped."

--a Rouse Company executive.

"It was an incredibly good feeling, building that Park."

--Berkeley, 1969.

Columbia

AND THE NEW TOWN THEORY

Antioch-Columbia,being strung out all over the Washington-Baltimore corridor on Social Change, doesn't know where it is at: smack in an 1890's solution to the urban problems of the 1950's, Columbia, Maryland. Antioch lacks an analysis of New Town Theory; therefore lacks a good reason for being in Columbia. In this part I will present some material on New Town Theory, The Rouse Company's perceptions of it, and thoughts on ways that Antioch might affect it and still be an educational institution.

I would have liked Ebenezer Howard. He reminds me of Morris Keeton ("good, grey"). Not aggressive, pushy; just creative, powerful as hell. He was born in Middle Class London in 1850 and died in Middle-Class Welwyn, his invention, in 1928. He earned his living as a court stenographer. He was always broke, respected. He was knighted in 1927. When a young man, he traveled to America. He tried farming in Nebraska, but being inept as a farmer he went to Chicago and began his work as a court stenographer. After a short time he returned to England. And began reading and worrying about the lower classes and their awful living conditions. Later in his life he forged an answer to the dreadful conditions of Victorian London: he wrote a short book in 1898, Garden Cities of To-Morrow. It resembles a cross between Popular Mechanics and Christian Science; or imagine The Sensuous Woman by suffragette Susan B. Anthony. Read the book. It is accurate, prescient, stimulating. And dangerous to

minds not as actively engaged in the future. As has happened to Wright and Corbusier, the results of Howard's great creativity is being applied too late by non-creative people; the dough has fallen. Battles that the "Planner As Hero" is now winning shouldn't be fought. And this little book is the root of all New Towns, of Columbia.

"Ebenezer Howard of the Garden City movement had the keen liquid blue eyes, the developed brow, mobile features, the perfect health, clear complexion and the reliable nerve of the English countryside. His voice was a rich baritone, very useful to a speaker. Though it took him a long time to find his metier his reaction to City Life was true to type when it came. He knew that the City was no proper environment for the human body."

--Dugald MacFadyen, Sir Ebenezer Howard and The Town Planning Movement, 1933.

Howard was Anti-City. And that is the source of the vitality of his ideas and the ultimate problem with them. If London had problems, London should solve them. A change of venue is not the way. He invented an alternative based on Industrial Technology (Factory, Railroads, Electricity). It is therefore an industrial solution with all the problems of obsolescence and power that accompanies any machine, such as the tractor.

"Town and Country must be married, and out of this joyous union will spring a new hope, a new life, a new civilization."

--Ebenezer Howard, Garden Cities of To-Morrow, 1998.

That's what they said about the tractor, another "marriage of Town and Country." And everywhere the tractor goes, it destroys soil. It is thus questionable whether Town and County should ever get together.

But I have a problem doing a "job" on Ebenezer Howard and his New Towns. I like his mind. He is a practical Utopian. More than Goals, he presents a Plan. In this country Lewis Mumford, the historian and town planner, has been a great champion of Howard's:

"Where then did Howard's originality lie? Not in special details, but in his characteristic synthesis; in particular these proposals: , the provision of a permanent belt of open land, to be used for agriculture as an integral part of the city; the use of this land to limit the physical spread of the city from within, or encroachments from urban development not under control at the perimeter; the permanent ownership and control of the entire urban tract by the municipality itself and its disposition by means of leases into private hands; the limitation of population to the number originally planned for the area; the reservation for the community of the unearned increment from the growth and prosperity of the city, up to the limits of growth fixed; the moving into the new urban area of industries capable of supporting the greater part of its population; the provision for founding new communities as soon as the existing land and social facilities are occupied."

--Lewis Mumford, in his 1945
Introduction to Ebenezer Howard's
Garden Cities of To-Morrow,
Originally published in 1898.
It was republished in 1965 by the
M.I.T. Press. Cost is $1.95.

So I don't like to pick at Howard. He had vision and integrity.

In the following excerpt from his book, one can see a liberal mind; as much inventor as reformer.

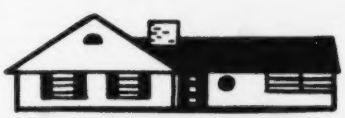
"The Town Magnet, it will be seen, offers, as compared with the Country Magnet, the advantages of high wages, opportunities for employment, tempting prospects of advancement, but these are largely counterbalanced by high rents and prices. Its social opportunities and its places of amusement are very alluring, but excessive hours of toil, distance from work, and the 'isolation of crowds' tend greatly to reduce the value of these good things. The well-lit streets are a great attraction especially in winter, but the sunlight is being more and more shut out, while the air is so vitiated that the fine public buildings, like the sparrows, rapidly become covered with soot, and the very statues are in disrepair. Palatial edifices and fearful slums are the strange, complementary features of modern cities."

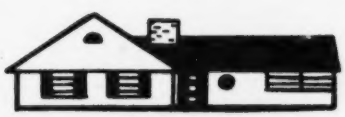
--Ebenezer Howard, Garden Cities of To-Morrow, 1898.

Setting: A radiant City, the present. From the play "The Killer" by Eugene Ionesco, 1960.

BERENGER: It's magnificent! (He looks about him.) I'd been told all about it you see, but I didn't believe it...or rather I wasn't told a thing about it, but I knew, I knew that somewhere in our dark and dismal city, in all its mournful, dusty, dirty districts, there was one that was bright and beautiful, this neighborhood beyond compare, with its sunny streets and avenues bathed in light...this radiant city within a city which you've built...

ARCHITECT: It's a nucleus which is, or rather was, in theory meant to be extended. I planned it all by order of the City Council. I don't allow myself any personal initiative...





Berenger is the absurd hero of both "The Killer" and "Rhinoceros." A pathetic, yet always optomistic character, he believes the brochures at the Exhibit Building.

Jim Rouse, the developer of Columbia, comes from a small town on the Eastern Shore of Chesapeake Bay. By all accounts, he is an honest, forceful man, liberal to the core, imaginative. Before entering New Town development, he organized one of America's largest and most successful mortgage banking firms, whatever they are or do. I have listened to a tape made of his speech at an open Community Meeting in Columbia, in October of last year.

In it, he describes Columbia as "a city, not a better suburb." It is an attempt at rational development, not anarchical. He contrasts the "rich and full life of the small town" and the"sterile and oppressed" life of the city. He remembers his first visit to Baltimore as a young man, how depressing were the conditions of the city, shocking. Then he described the usual suburban tract development and said that the principal problem was that builders never had enough land with which to plan properly. Many builders hacking up land incoherently, ignoring the people's and the land's needs. He said there is a need for 'monopolists." Builders with the means and vision to rationality and therefore profitably develop large tracts of land. He stated the four goals he set:

- To build a real city
- To respect the land
- To create a better environment
- To make a profit.

He believes that Columbia will be a "Real City." Yet he has the same distrust of cities that motivated Ebenezer Howard. How can Rouse build a city when he doesn't like them? He mentioned the "fundamental oppression of the city," the excessive scale, lack of communication, the lack of space. He assumes that culture will arise from his "open space system."

Like Howard before him, Rouse sees decent housing as the main element of a city. Behind the "screen of trees" he hopes to provide as many jobs as dwellings. He wants to provide a "full range of institutions."

The second goal, "respect for the land" refers to a limited us of the bulldozer on natural topography and a "spare the tree" construction method.

Goal three, "better environment" refers to the nuclear family, "man, wife and family." The Rouse Company has no thoughts on community, services, ambience that doesn't relate to the "man, wife, family" dear to the reformer's heart. I say "Columbia needs Winos!," in the "better environment." Like any Levittown, the kids are going to split Columbia as soon as they can hitch their way out. Teenagers, Winos, Artists, Travelers, Foreigners, Yearning Masses, Innovators, have no home at Columbia.

ARCHITECT: That's the rule here, Monsieur...Berenger. It's all calculated, all intentional. Nothing was to be left to chance in this district, the weather here is always fine....And so the building plots always fetch...or rather...always used to fetch a high price... the villas are built of the best materials...built to last, built with care.

BERENGER: You say it never rains? And all these things growing? This grass? And not a dead leaf on the tree, not a faded flower in the garden!

ARCHITECT: They're watered from below.

Point Four declares that The Rouse Company will make a profit. Twenty percent it is said. Mr. Rouse believes that it is important the Columbia pay its way, plus a profit, to encourage builders to take risks (at 20% profit) and think big. He says that America cannot now afford to have New Towns fail as they have in the past. Rouse clearly thinks he has a responsibility to make Capitalism work. I, for one, question whether or not Capitalism has to work in New Towns. The British Government has built twenty New Towns since the New Town Act of 1946. Finland, Sweden and Holland have all built New Towns with public monies. And enabling legislation has just passed Congress that will guarantee bonds for up to 300 New Town ventures. Clearly the Federal Government will be in the New Town business soon. Perhaps supporting private developers, perhaps not. In Mumford's analysis of Howard's ideas excerpted above: "the reservation for the community of the unearned increment from the growth and prosperity of the city..." Why does The Rouse Company think it should take a 20% profit. How was that again?

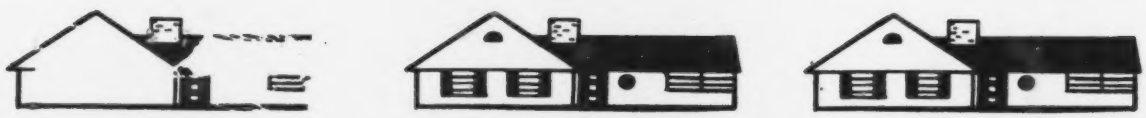
Sometime ago I began to see Columbia as a neurotic creation, a middle class Versailles. I believe that The Rouse Company believes, along with Ebenezer Howard, that you can pick and choose out of mankind's two basic modes of existance, and create a synthesis. I believe that Jim Rouse will get his 110,000 people organized into Columbia and declare it "City!"
"...that enfabled rock of life we call the city," in Thomas Wolf's words, will not arise beside the waters of Lake Kittimaquandi.

BERENGER: (leans forward and picks up the stone, then straightens up and inspects it in his hand) It <u>is</u> a stone!

ARCHITECT: Haven't you seen one before?

BERENGER: Yes...of course...What? They're throwing stones at us?

ARCHITECT: <u>A</u> stone, just one stone, not stones! (The sound of broken window-panes is heard.)



What hath Rouse wrought? Jane Jacobs in her book, The Death and Life of Great American Cities, has done an admirable critique of New Town planning. She lists seven attributes:

- Street is bad as an environment for humans; houses should be turned away from it and faced inward, towards sheltered greens.
- Basic unit of city design is not the street, but the block, and particularly the super-block.
- Commerce should be separated from residences and greens.
- A neighborhood's demand for goods should be calculated scientifically and this much and no more space allocated.
- Good city planning must aim for at least an illusion of isolation and suburban privacy.
- A self-contained unit, to resist future change.
- Every detail must be controlled by planners.

That seems to me to be a listing adequate to Columbia. There is a numbers game connected with New Town Theory: how many persons/dwellings to the gross/residential acre. Howard didn't exactly specify, but his plans yielded about _____. Columbia right now is _____, but Howard County is resisting this figure. Rouse quite correctly had wanted a higher density for Columbia. But couldn't sell it to the County, which is trying to preserve its rural character, not knowing how. Rouse was able to sell planning. Rouse knows that in spite of New Town practice, a higher residential density

produces more community, more interaction, alternatives, things to do. He suspects that single-family dwellings are not city builders. But in a showdown, Howard County will demand suburban housing patterns in an attempt to keep out a city and city-folk. Columbia will be a Utopian suburb, with all the vitality that a first class shopping mall can give it.

Mort Hoppenfeld, a vice-president of The Rouse Company and chief designer of Columbia gave a talk at the Wilde Lake Village Meeting, March 1st. And I was there. It was a talk similar to Jim Rouse's in October, giving the background of the decision to build Columbia and what The Rouse Company was trying to achieve. He dissavowed any original intention to radically change cities. Their only supposition was that "we can do better" than is being done today in cities. It was a conservative goal, "to do better;" better than urban renewal, and heart-of-the city-freeways, etc. They studied previous New Town ventures in the U.S., like Radburn, New Jersey (1926) and Greenbelt, Maryland (1936). Two things they pulled out of those efforts:

a central core containing shopping, services, schools, etc.

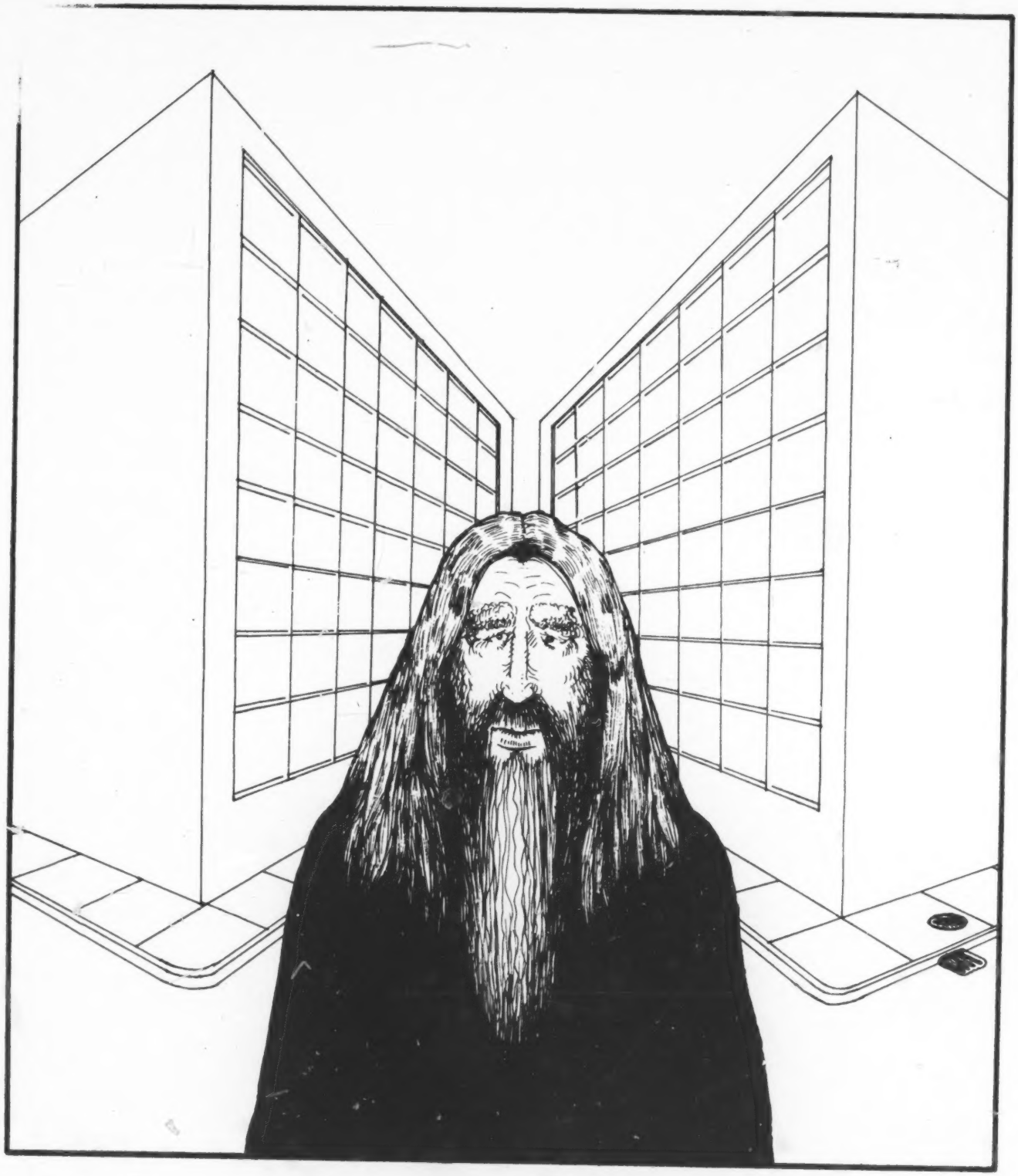
dead end streets (cul de sacs).

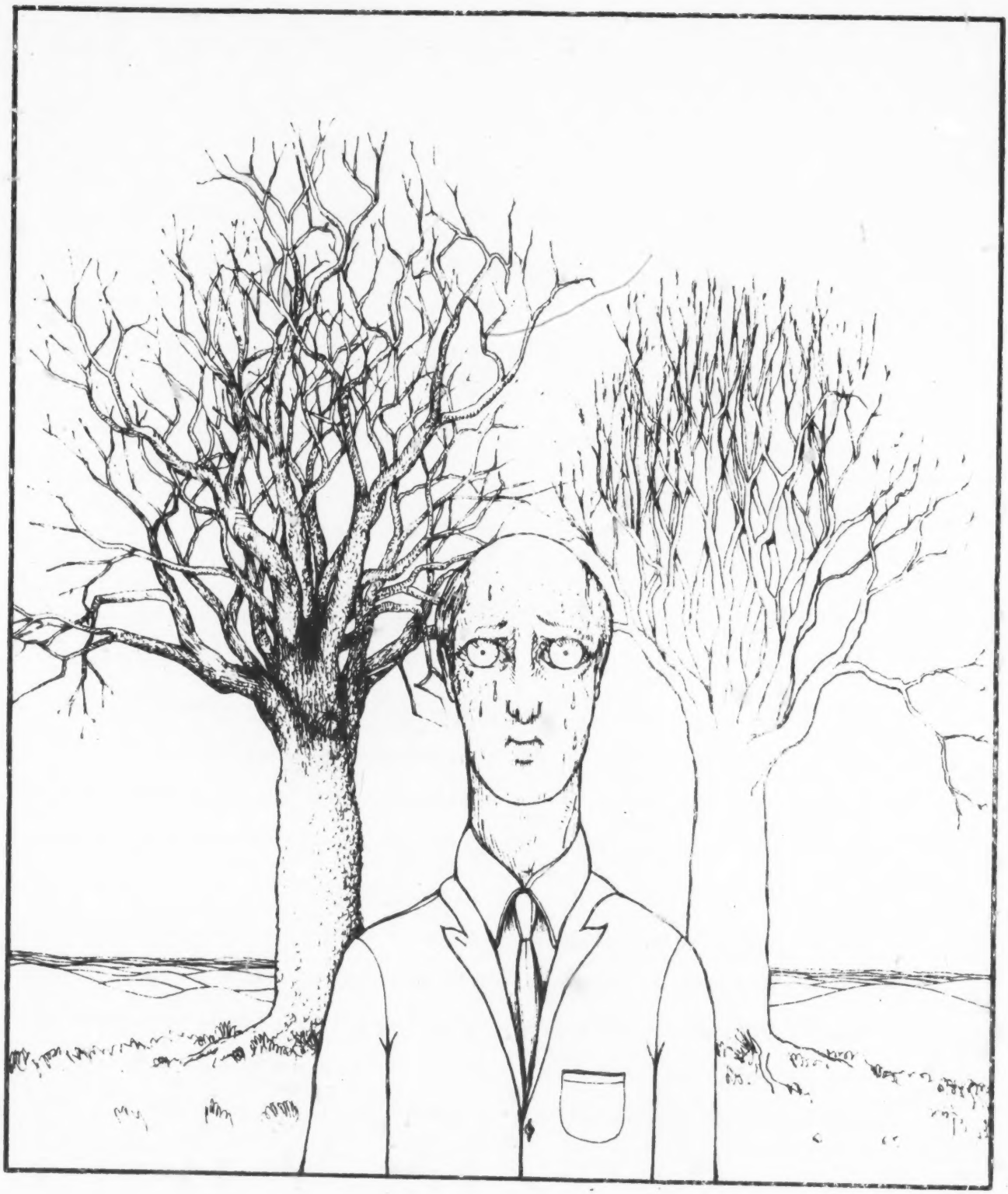
So as to generate feedback and create public confidence, they early on decided to make their goals public, so folks could keep track of them.

Mr. Hoppenfeld in a humorous synthesis, fairly accurately described his city. Giving the background of Ed Findley, a principal associate of Jim Rouse, as Chicago, he said that Findley wanted Columbia to have "Glamour;" mentioning Jim Rouse's early years, he said that Rouse wanted a "small town atmosphere;" he said his own contribution to the essence of Columbia was "trees," saying that he had been raised in the Bronx and therefore reserved a special place in his heart for trees. Glamour, small townness, trees. They may get them all, but once again, that is not city, civilization or culture.

"...and rather than live in a Garden City, an intellectual would rather meet a bear in the woods."

--Paul and Percival Goodman,
Communitas, 1947.





"Social entrepreneuring" or "preservicing" is what The Rouse Company terms what I might describe as "bed-making." Before Columbia was opened they had already contracted for music in the environment, medical care and religion. They had brought in commercial franchises such as Esso, 7-11, Wa-Wa. They are very sensitive to taking on too much of the responsibility for "institution building," preferring to have the residents generate as many as possible. They have a good 1960s "community development" mindset. But little imagination.

Somebody in the crowd asked about governance (not about home rule). He replied that Maryland was "blessed with few jurisdictions," that except for a few towns, the "county" was the principal level of government. He said this greatly simplified the governing problem, over-lapping jurisdictions that most regions are troubled with. The core of Columbia will not lead to a "municipality." Columbia must co-exist with Howard County.

Here is another typical ambiguity in Rouse thinking. They use a de-centralizing medium (New Town) but defend a federal political structure. By definition, Howard County and Columbia have diverse interests but The Rouse Company does not encourage real urban politics. Politics and an enlarged, self-generating economy make cities, not monopolies of land and power.

"Election of Members of Board of Management -- Members (who may be men or women) are elected by the rate-renters to serve on one or more departments, and Chairmen and Vice-Chairmen of the departments constitute the Central Council. Under such a constitution it is believed that community would have the readiest means of rightly estimating the work of its servants, and, at election times, would have clear and distinct issues brought before it."

--Ebenezer Howard, Garden Cities of To-Morrow, 1898.

"...in the meantime, residents are complaining about broken and crumbling sidewalks that are safety hazards to walkers and about the general run-down condition and unattractive appearance of the Center Mall."

--from the Greenbelt News Review, Md., March 18, 1971.

"When completed, Columbia will contain the 3rd major Downtown in the Washington-Baltimore region. It will include elements that represent the best of a city; places to shop, to work, to learn and to meet; places to go for business and pleasure; things to do during the day and in the evening, the year around...Downtown will include the services of a busy urban center: inns and restaurants, banks and office buildings, the nerve centers of transportation and communication. Johns Hopkins will build a hospital near the downtown. A conference center is also planned."

--writ large at the Columbia Exhibit Building.

What is a "downtown?"

Where is the power?

In a video interview we did at Antioch before I left in February, Paul Schatzkin gave a rap on why he wanted to stay, work and study in Columbia. He thought it was a new experiment (Exhibit Building) showing how new technology develops new ways of living, etc. Electronic age and enhanced communications. I still disagree. I think they built Columbia without any modern technology. Could have built a locomotive maybe. In both the Rouse and Hoppenfeld speeches there is this them of "There is nothing new in Columbia." Take them at their word. In financing, housing, layout, architecture, services, transportation, institutions, there is nothing new, scarcely innovative, except for Friendship House, a welcome wagon thing that works.

Mr. Hoppenfeld, in describing the problems they had had with Howard County officials, said, mentioning their early ideas for Columbia, "You should have seen the things we didn't do!" Someone should press him on that point. What isn't there in Columbia, that they had wanted originally? Mort, what were your dreams? If you don't have dreams, you are just a "curator."

Four bridges

one kilometer long

forming a square without exit

over the city.

BERENGER: What's it all about? A job, I suppose?

ARCHITECT: (putting the telephone back in his pocket and frowning) Now listen, Monsieur. You and I are not business men. We're civil servants, bureaucrats. So I must tell you officially, bureaucratically, that the house that looked abandoned, really had been abandoned by the builders. The police have suspended all construction work. I knew this before, but I've just had it confirmed by phone.

BERENGER: What?...Why?

ARCHITECT: It's an unnecessary step to take anyway. You're the only one who wants to buy property now. I don't suppose you know what it's all about...

BERENGER: What <u>is</u> it all about?

ARCHITECT: Actually, the people who live in this district want to leave it...

BERENGER: Leave the radiant district? The people want to leave it...

ARCHITECT: Yes. They've no other homes to go to. Otherwise they'd <u>all</u> have packed their bags. Perhaps too they make it a point of honor not to run away. They'd rather stay and hide in their beautiful flats. They only come out when they really have to, in groups of ten or fifteen at a time. And even that doesn't make for safety...

Herbert Gans, the sociologist, was a member of the elite "Work Group" that Rouse assembled in 1964 to advise him on social issues. This was the sort of thing that leaders did in the 1960s. Get a "team of experts." Gans escapes my pidgeon-holing. Basically I disagree with his positions, but I do respect his standing up for the right of people to live the way they do.

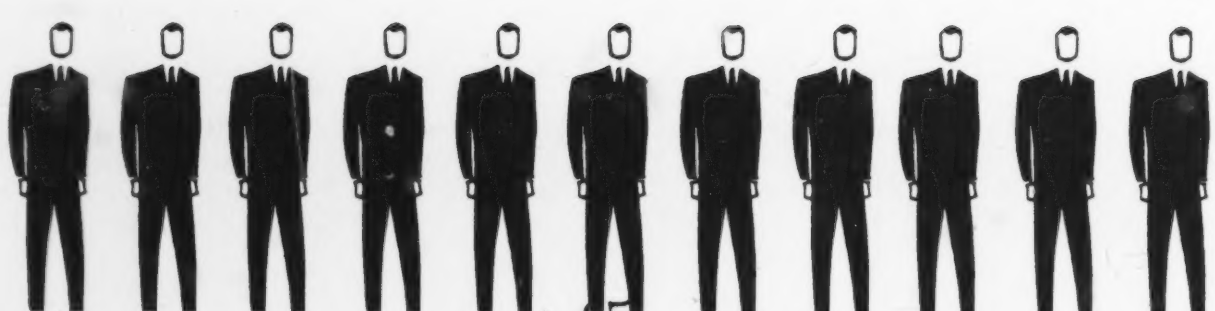
> "I felt that most people would not want the village life, intense community participation, and adult education being proposed for them, and that they would be more interested in developing their personal and familial lifes, and in getting along with their neighbors...I tried to plan the 'garden' in terms of goals and problems which mattered most to the people who would occupy it."
>
> --Herbert Gans, discussing his work as a consultant to James Rouse, developer of Columbia, Maryland, in People and Plans, 1968.

> "Basically, life will be marked by maintenance of old patterns, which are based on enduring influences of class and position in the life cycle. For most people, life will change relatively little as a result of the move." (to columbia)
>
> --Herbert Gans, from a memorandum written for James Rouse in 1964. In People and Plans, 1968.

I guess that is where I disagree with Gans. He defends a lifestyle whose demands are causing agony the world over. I appreciate Gans for defending the Middle Class against the "experts," the manipulators who have messed over the poor in this country. But I think the Middle Class has got to move over to allow for a new generation; and the right of other peoples to exist independently.

BERENGER: Poor devils! (violently) Who did it?

ARCHITECT: The murderer, the thug. Always the same elusive character.



"No section of the community is more rooted to where it lives than the young. When children engage in 'Last Across' in the front of a car is it just devilment that prompts the sport, or may it be some impulse of protest in the tribe? Perhaps those people will appreciate this question most who have asked themselves whether the convenience of motorists thrusting through a town or village is really as important as the well-being of the people whose settlement it is, and who are attempting to live their lives in it."

--Iona and Peter Opie, Children's Games in Street and Playground, 1969.

(The KILLER chuckles and gives a slight shrug of the shoulders. BERENGER should be pathetic and naive, rather ridiculous; his behavior should seem sincere and grotesque at the same time, both pathetic and absurd. He speaks with an eloquence that should underline the tragically worthless and outdated commonplaces his is advancing.)

BERENGER: Anyone who does what you do does it perhaps because...Listen... You've stopped me from being happy, and stopped a great many more...In that shining district of the town, which would surely have cast its radiance over the whole world...a new light radiating from France! If you've any feeling left for your country...it would have shone on you, would have moved you too, as well as countless others, would have made you happy in yourself...a questions of waiting, is only a matter of patience...impatience, that's what spoils everything...Well, it's your own happiness vou've destroyed as well as mine and that of all the others...

(Slight chuckle from the KILLER.)

Oh God! There's nothing we can do. What can we do...

What can we do...

(While the KILLER draws nearer, still chuckling, but very, very softly.)

CURTAIN

"Mr. Tynan agrees with me when he remarks that 'no ideology has yet abolished fear, pain or sadness. Nor has any work of art. But both are in the business of trying. What other business is there?

What other business? Painting, for example. Or having a sense of humor. No Englishman should be without that. I beg of you, Mr. Tynan, do not attempt, by means of art or any other means, to improve the lot of mankind. Please do not do it. We have had enough of civil wars already, enough of blood and tears and trials that are a mockery, enough of 'righteous' executioners and 'ignoble' martyrs, of disappointed hopes and penal servitude.

Do not improve the lot of mankind, if you really wish it well."

--Eugene Ionesco, Notes and Counter Notes, 1964.

"Liberty is, essentially, the exercise of initiative in a mixed city."

--Paul Goodman, The Community of Scholars, 1962.

So a mixed city is what we're after. And in the Rouse framework of Private Capital, this is going to be difficult. If the profits don't stay in the community, innovation is all but stymied. The people have no resources of their own. But The Rouse Company believes that profitability equals success. It is Antioch's business to disabuse The Rouse Company and the community of this wrong-headedness. Antioch should not be trying to make Columbia work, as such; it should be into New Things For New Towns.

At a January fifth meeting with Antioch students at his home, Mort Hoppenfeld (once more into the fire) mentioned that Antioch was approached to set up shop in Columbia after the University of Maryland, Johns Hopkins University and others had not been interested or able to locate in Columbia. The Rouse Company felt Columbia needed a higher education capability ("to the grave learning"). When they learned that Antioch might be interested they felt that here was a special college, valuable because it was flexible, dynamic, etc. Herein lies the Kerygma of Antioch's presence in Columbia, from The Rouse Company's perspective. They felt that Antioch would be a good addition to the life in Columbia; an imaginative, progressive college, rather in the mold of The Rouse Company itself. It was all a mistake. The Rouse Company should not have used this college to fill out its plan ("to the grave learning"). It should have seen and used Antioch as a challenger to itself and the dead-set-in-its-ways community described above by Herbert Gans.

Atnioch never defined its Kerygma; The Rouse Company misunderstood its Kerygma.

New Towns are not built for New People. The residents are conservative, in every way. The first wave brought the pioneers; now come the settlers. Not surprising, Rouse Company officials are a bit unhappy with the level of architectural design they see around Columbia; but the level of mediocrity was chosen because it was felt that a more aggressive, innovative design would frighten away potential buyers. They claimed this happened at Reston, the sister satellite in Virginia. The role of architect at The Rouse Company is said to be frustrating. A drive through the chintz, ticky-tack and Colonial Facade that fronts the cul de sacs suggests why. You can move to Columbia and not feel you've moved away.

"Thus, if Levittowners seem willing, perhaps even eager to accept an antihuman uniformity in their environment,...it would be well to remember that in any event they are very largely prisoners of that environment with but little opportunity of changing it."

--Robert Goldston, Suburbia: Civic Denial, 1970.

"Tarouca's job was 'to show me my faults and make me recognize them...This being most necessary for a ruler,since there are few or none at all to be found who will do this, commonly refraining out of awe or self-interest...From now on, without intermission, you are to tell me where I err and to explain with perfect openness my faults of character.' "

--Edward Crankshaw, Maria Teresa, 1970.

Columbia and Antioch relations are about C-. Antioch has not been a notable success as a Citizen. Trying to be all colleges at once, it has related to Columbia in a rather haphazard manner, as they say. A franchise with Antioch's sense of Community Service/Public Relations never would have sold a hamburger/coke.

There have been a number of efforts made, however: "Grassroots," (a youth counseling center); the research and agitation on environmental issues coming out of the Human Ecology Center; Phil Arnoult is Artistic Director of a very original community theatre group that has brought together students and citizens presenting "staged readings, concerts, visiting shows and children's theatre...He is guided by a simple policy of doing only new or different plays." Some students are planning significant involvement in the Local Cable TV installation; The Tilbury Woods Tenants Association, the first renter group to form at Columbia, is getting some muscle to deal with grievances. Students started it. And there will be more. But it seems that most of these were isolated student involvements. The college has no approach on how to exist in and relate to Columbia. None.

3 PM:

"They are not active in the way we like to be active."

--Antioch administrator explaining his lack of interest in the Columbia Cooperative Ministry (CCM).

4 PM:

"Another black eye for Antioch."

--CCM administrator upon hearing that Antioch had little interest in helping the CCM organize a Martin Luther King Day in Columbia.

2 OF 3
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"Open systems import some form of energy from the external environment...Similarly, social organizations must also draw renewed supplies of energy from other institutions, or people, or the material environment. No social structure is self-sufficient or self-contained."

--D. Katz and R.L. Kahn, The Psychology of Organizations, 1966.

Looping back to the first section on Kerygma, it might be remembered that I said that Antioch's business here was franchising in Columbia, Maryland; not in experimenting all over the corridor. The problem as I see it is how to get Antioch students working, studying. How does Antioch work at Columbia. Firstly it plays "Tarouca" to The Rouse Company, and secondly it relates systematically to Columbia and its residents. Here is a starting list of possible approaches to Columbia, where Antioch capabilities, facilities, programs and people might be relevant:

- Work-study in the commercial development of Columbia.
- Graphic Arts (holding up a mirror)
- Theatre
- Working on Newspapers
- Local Politics
- Radical political organizing (none now)
- Providing resources to the Citizen Architectural Review Boards that are now functioning.
- Day Care
- Making films about Columbia
- Working with or challenging C.A. (Columbia Association)
- Organizing other institutions like Grassroots and Friendship House.
- Working at the Library (needs help)
- Poor students could probably live in Columbia cheaper than they do now if they lived with residents. I did.
- Working with or against the church organizations in Columbia .
- ?
- ?

"What is an issue?"

"An 'issue' is a demand for a decision that affects design. It is the group of related ideas, facts, problems, needs, organized into a form of a statement which permits a decision to be understood and made."

--Gerald Davis, The Architectural Record, September 18, 1969.

There are over 70 organizations in Columbia right now. They can be encouraged, helped, studied, fought by Antioch Students. The residents are growing more and more bold in their dealings with the County and Rouse. But the history of citizen action in planned communities is dismal. Not knowing what has been done to them by the Theory, by the planning and by the local laws, they waste their energies on PTAs and itty-bitty issues. What is Radical Town Planning? Who are the experts? However, I understand that citizen groups will probably demand a great share of the responsibility for the planning of the remaining village centers. Some of the residents are acquiring a great deal of savvy on how to deal with the local powers-that-be. But they could use Antioch's ideas, research abilities and energy. Maybe they also need opposition.

Columbia was not planned for young people; only the consuming nuclear family. As the community matures and begins to realize this, they will see more clearly the need for an input from Antioch.

"Our observations in Lima, Peru showed, again and again, that places which are larger look and feel deserted, and discourage activity. The reasons for this recurrent observation are obscure, but the following facts may have something to do with it. A person's face is just recognizable at about 20 meters, and, under typical urban outdoor noise conditions, a loud voice can just be heard at 20 meters.

This may mean that people feel tied together in spaces whose diameter is less than 20 meters, and lose this feeling in larger spaces: perhaps a major factor in the development of activity."

--Christopher Alexander et al,
House Generated by Patterns,
1969.

Jim Truby, my host in Columbia, and I were discussing a problem suggested by Jane Jacob's The Death and Life of Great American Cities. In it she says that new ideas begin in old buildings where the rent is cheaper and the interiors can be cheaply rearranged. In a New Town, where are the spaces for new ideas, that will eventually mean growth? There isn't any cheap flexible space in Columbia. We thought of a solution. Quonset Huts. Old ones are probably available from the military. Secure them, set them up on some pads and start renting. Thousands were used in universities after WWII for the great influx of Veterans. They housed some great educations. Blair Hamilton's bubble has the same potential, if not the same fun.

Another issue: The Old Manor House, where Antioch started. Dates back to pre-Civil War days. A grand old building. Rumor has it that it might be torn down to make room for a high rise. Located on the highest point in the town, historical and lovely, it should be preserved for the public good. Greg Dunn suggested that it might make a good museum. Reminded me that a museum was one of the first things built at Letchworth, Howard's first New Town, in 1904. As was said then,"A praiseworthy and laudable project to build a museum when as yet you have nothing to put in it but yourselves." Save that building!

Someplace I picked up the phrase "village dancing floor." One for Columbia?

"In THE PROYECTO EXPERIMENTAL, all community facilities open onto one of eight small squares and all pedestrian paths in the community, and lead toward these eight small squares. Each of the activity generators is unique, according to the facilities which surround it. The market square is surrounded by small shops, has a supermarket at one end, the artery crossing at the other, and contains market stalls. The evening center is surrounded by cinema, dance hall, and bars, and contains clustered lights for night time activity, and sheltered tables around the edge. The open spaces between kindergardens and walled eucalyptus groves, contain shallow tiled pools, where toddlers can splash and play, with seats around them for mothers. The open spaces in front of primary schools and sports centers, contain a stepped depression, large enough for football (soccer) in the middle, the steps deep enough to form seats for people who want to watch the games."

--Christopher Alexander, et al.,
Houses Generated by Patterns, 1969.

America's first Fire Department, Philadelphia's, began as a political group, secretly talking about independance from England. How could Antioch relate to the firemen?

Is The Rouse Company keeping an oral history of Columbia? Antioch students have not attended the community meetings that I have. Perhaps someone could do a film on the origins of Columbia. I'm sure Jim Rouse would cooperate in this if he felt that it would be objective.

As Jane Jacobs would say, don't try to solve "Urban Problems" try to create new opportunities; try to find out how good cities work and bring that to New Town Theory.

"If Columbia can help to evoke your gifts, your vitality, your own individuality, then it will be a success for you and for us."

--from the booklet given each new Columbia Homeowner by the Rouse Company.

CREATIVITY AND MODERN ORGANIZATIONS

It hasn't been easy beginning a chapter on Creativity. It seems that the opening should be compelling, and that the piece should drive forward into the idea, leaving the reader at the end wonderfully convinced that Modern Organizations can exist only if they enhance the participants creative abilities, thereby generating some loyalty and new things to do. That's what I want to get across. Still no compelling opener.

I have suggested that Columbia and New Town Theory need radical innovation. They resist it mightily. But they surely provide a large target to fling ideas at.

Most management books have a paragraph or sub-heading describing the need for creative people in an organization. The idea being that if you don't change you lose customers. But I have not read much on how you support creative people, create an atmosphere of creativity and insure creativity.

My thought is that organizations have to understand the nature of the creative process and the potential for it in everyone. The sense of their business, the Kerygma has to keep aligning the organization to related problems, projects, targets and marketsthat will absorb, transform the energies of the workers into new things, new opportunities.
Creativity, the ability to innovate, is Power. The organization which supports it will survive. The caretaker succumbs to the undertaker.

"Many evils conventionally blamed upon progress are, rather, evils of stagnation."

--Jane Jacobs, The Economy of Cities, 1969.

In the age we are entering (hopefully the "modern" is over) we will have to deal with two kinds of Change: computer originated change and change resulting from human initiative. The purported symbiosis of Man and Machine will happen in some areas, but many of us will have to compete with yahoo machines which are becoming increasingly original, if not soulful. I fully expect one to graduate from Michigan State any spring now. I have no illusion about the Machine's abilities: it lives, folks. Also I have a sense of the people who will deal with it finally. And I am not encouraged. I suspect that many of the computer tenders find more to relate to in their machines today than they did at University, 1000 to a section, with a tenured liberal piped in tothem.

So it seems to me that a college seriously concerned with liberty will organize itself to be a creative place for faculty, staff and students. Would I could write a manual on how to organize creativity. My experience as a manager is the source of the idea that an institution depending on staff creativity, will succeed. I was too busy "carrying water for the staff" to systematically follow my processes, but it was an exciting thing. As regards college education, I prefer the excitement of creation to the skills of experience.

Most institutions have traditionally placed value on effective performance, development of skills. Today we're hounded by Change. Our survival depends on our ability to control Change. That requires the democratization of creativity. To the people.

"The idea of creativity is commonly associated with artistic and intellectual activities. We define it here as any demonstrated capacity for innovations in behavior or real reconstruction of any aspect of the social environment."

--Foote & Cottrell, Identity and Interpersonal Competence, 1952.

"A general tendency in the immediate past implied passivity on the part of the people as an audience for art; they have been receptacles for works developed by others -- the artists. A form of specialization emerged -- specialization in all the fields. Over the centuries artists have become specialists for the people. They expressed the highest and deepest felt essences of a culture; they painted for people, they made music for the people, they built buildings for the people, they made (in politics) laws for the people. This created a dichotomy whose results are all around us. A dichotomy between the act of art and the act of life; between decision-making and results; between control and communication; between the technician and the layman. It is a dichotomy which did not exist in primitive cultures where all the people were artists, nor does it even now exist among children or the free young people of the revolution who do not differentiate between the act of symbolization and the life process itself.... The artist now sees his work to be not only as a form maker himself but also as responsible for the creative drives of his total community."

--Lawrence Halprin, Creative Processes in The Human Environment, 1969.

Case Studies are "partially ordered abstractions of reality." I am going to present four of them. They may not be "case studies" in the strict sense of being more unique than similar, because they fall under the rubric of "Creativity." But the reader can ask questions of them, can imagine being in the situations, can try to improve upon them. Also contrary to case writing formula, I include "what happened."

The First Case Study

Ed Fegreus erupted at his switchboard in January. The stream of his constant thinking reached into as many ideas as his phone did into offices. It was awesome.

While not yet enrolled as a student, Ed was hired as one of the two switchboard persons at Oakland Manor. Soon he realized that he knew what everybody in the college was doing and that by working with this information he could help give the college a sense of ongoingness. He patched and plugged folks into one another, took and left messages, opined on the best person to contact, tracked down, remembered and worried. He saw that he and his wondrous machine, being at the heart of the college (switchboard = right ventricle, Xerox machine opposite Ed = left ventricle) could make the college hum if given a chance. As he says, the switchboard person has total knowledge of the system, but no control; knows why, but can't do. A sort of McLuhan The Trial. The secretaries talk to you: "They know everything." "Look at Scott Newkirk: one month on the switchboard and he's elected to CoCoCil and then elected Chairman."

Dr. Irving Brown, of the Arts Program, gave Ed a copy of my book, seeing that Ed was after the same type of communicating, enjoyable environment that I proposed in the book. Ed began agitating. He collared, buttonholed, cajoled us all about the better place he thought Antioch-Columbia could be.

From the CoCoCil (Columbia Community Council) minutes of January 14:

> Ed Fegreus proposed that a four speaker P.A. System be installed in the Manor to facilitate contacting people who receive phone calls...ED FEGREUS AS SOCIAL DIRECTOR. It was resolved that Ed be hired as Social Coordinator at $10.00 a week in addition to his regular salary as switchboard operator subject to review by CoCoCil in four to six weeks and that social environment be a shared CoCoCil/Art Center function. 'CoCoCil should be concerned with the quality of student life.' "

Sometime in mid-January, Ed had an idea for an organization effort that would enthuse the college toward more social activity. He called it "THE SYNDICATE." He signed up members at $1.00 per share.

> "THE SYNDICATE is a whole community social organization. Whole community means students, faculty, administrators, and secretaries. Its primary objective is to bring people together socially. It will not be political. Depending on personal input, some aspects may be academic...The following are a few of the projected SYNDICATE projects. Anyone interested in working with any of them, please see Ed Fegreus (at the switchboard).

- ★ Krishna Night, Feb. 5
- ★ Square Dance, Feb. 6
- ★ The Student Lounge
- ★ Reorganization of Food Co-op
- ★ Public Relations Office
- ★ Community Director
- ★ Yearbook

THE SYNDICATE needs money..." etc.

On January 18, Brownie (Irving Brown) who had taken an interest in Ed's surging creativity, described Ed's CoCoCil appointment to the College Self-Study Group of which he was part. He described Ed's activities and said that Arts and CoCoCil would divide the $10.00 figure proposed for Ed. Then followed a discussion of the problem of information and the resulting college environment. In my notes of the meeting I wrote these questions:

"What can you expect for $10.00 per week?
What sort of support will Ed get?
What are his resources?
Should Self-Study support him or just record what happens to him?"

What did happen to Ed? As part of Dean Steve Plumer's effort to have students administer as much as possible of the college, Ed was selected as a "Management Intern" and made a co-manager of the Columbia campus of..."The Washington-Baltimore Campus of Antioch College." He has much responsibility. He

coordinates Maintenance, is the Paymaster, receives tuition, goes through the bills, handles the bus services, is expected to know everything. He says he is working about 60 hours per week on it. I asked him if it was educational. He said that most of it was. He said that he finds it hard to remain aloof. That he tends to get emotionally involved with some of the problems. He said that students should be allowed to take charge of what they want to. They are paying most of the bills. If something is educational they should be allowed to do it, with advice and support of those more experienced. I asked him if he was getting that.

> "Generally yes. I now have Al Englemen as my advisor and I talk on the phone with Steve in Washington almost daily. And I see him about three times a week. I have to drive into Washington a lot though, and that's a pain."

I asked him how did he see himself and his work now:

> "I have the maintenance thing down; now I want to be a facilitator."

"As the age of information demands the simultaneous use of all our faculties, we discover that we are most at leisure when we are most intensely involved, very much as with the artists in all ages."

--Marshall McLuhan, Understanding Media, 1964.

The Second Case Study

I doubt if anybody yet realizes what it is about Debbie Dawes that works. Tall, striking (crack officer material), she listens and struggles her way through meetings, situations morning till night. She is about 22, in her third year of college; this is her first year at Antioch. She has been on CoCoCil most of the year.

The thing about Debbie is Creativity. She has it, in good measure. Her managerial skills are about average. She has a businesslike manner, an air of some authority. But it is her creative sense, her way of putting disparate things together, that gives her positions of leadership, sometimes power.

By the time I arrived at Antioch in January she had been worrying for months about the lack of involvement in community affairs that described most students. She was trying to get CoCoCil moving, pushing and pulling it into responsibility. Then she had a talk with Steve Plumer early in January about the nature of Columbia and his perceptions thereof. She mentioned it to me, saying that most students should hear his ideas; that they were important. Some days later I heard that she was planning a Community Meeting around Steve. That was a bit dangerous at that point because such meetings had not be successful of late and because Steve would undoubtedly come under a typical attack from the anti-force. Sensing some interesting thinking I went to see her. She was trying to figure out a new format for a meeting:

one that could hear Steve and still be successful. She mentioned the idea of having small group discussions at the meeting to deal with full participation and emotions. The next day was a CoCoCil meeting. Per always, I was there. I was a bit abashed at the treatment the Council gave her idea. Mostly they didn't listen or went off on their own raps on meeting structure. It was a diffuse discussion. Toward the end, someone asked my opinion. I said that they were ignoring the thing that they were discussing, Debbie's idea, which had the generating force behind the discussion (Kerygma). Back to Debbie,she said that one purpose of the meeting, in her view, was to have the administrators explain how students might be able to influence their decisions, so they might feel more included. Now that too was an interesting idea. The meeting was adjourned. On Thursday, January 14, the meeting was held. The day before there were posters everywhere and this leaflet:

"WHY COLUMBIA?

You know many of the pros and cons -

What are the factors influencing the decisions?

Do you know them? It is a well known complaint that there is an "inner circle" of students who are "in the know" and who are then able to hustle the system. We want to expand that inner circle to include US, all of us!

The following format has been designed by CoCoCil to insure the influence of the whole student body as a major factor influencing decisions.

STUDENT INFORMATION = STUDENT POWER

Introduction - Greg Dunn, Debbie Dawes

I. Information Dissemination (panel presentation: Steve Plumer, Eric Rifkin, Irving Brown, Barbar Raines, Judson Jerome)

II. Organization of Response (small group meetings)

III. Open Forum (community response)

WHY COLUMBIA? a CoCoCil Community Information Meeting

THURSDAY Jan. 14 8:30 pm to 11:00 pm

AT THE WILDE LAKE CENTER

Two-thirds of the meeting was very successful. A number of us older people were asked to be "outside synthesizers." We took notes and reported back to the main group at about 10 p.m. The meeting began with a video presentation by Steve. He had lit upon this idea to keep the meeting from being disrupted. He gave a very good talk, but McLuhan keeps me from remembering much. The significant thing was that it was successful.

But after we "outside synthesizers" gave our reports on what students had said bugged them about Antioch-Columbia and the recommendations were recorded on the blackboard, the meeting feel apart on some ego trips and Joe Shea's long thing about how the college should pack off to Taos. I kept looking over at Debbie to see how she was taking this. I also thought she should bring the thing back to order. She wasn't doing it. She didn't try until it was too late.

After the meeting, I wandered into the group that was trying to figure out what went wrong. It was probably me that suggested we all go get some Budweisers at Karras's Steak House down below in the Mall. I got Debbie to do a critique of the evening. She was down. Greg Dunn was tight. But it was good. And it was clear that the meeting had not achieved its goals, which I think were to have a meeting with all the community involved successfully.

I talked with Debbie a few days ago. She invited me to a meeting of the new and improved CoCoCil: all student. Afterwards we talked about her new role as Co-manager of the Columbia Campus. She is "Program Manager," with special responsibility to oversee the construction of Blair Hamilton's "Inflatable," which might house the college under an acre of plastic, if all goes well.

I asked her how it was going. Pretty good she thought. She hadn't thought about resigning that week. I asked her if she was getting the support from the management internship seminar that Steve had promised them. She said no. The Baltimore staff nad taken over the seminar and advising role because of some internal political hastle.

I wonder if anybody yet realizes that the problem with Debbie is Creativity...

"I'd like to teach a creative writing class that would last two days. I'd talk to my students a little bit about themselves and their imagination and then I'd tell them to come back to me a year later with a finished novel. Education should stimulate, challenge! I'm obsessed with the hopelessness in people's lives -- educated people's. We all need a lot more fun and excitement and threatricality."

--Kurt Vonnegut, The New York Times, October 25, 1970.

The Third Case Study

I'm a Leo. In the cusp of the Aquarian Age. If you can trust what is being said. Today's Horoscope: "Protect your own interests, and at the same time be careful enough to keep peace." That may be the problem for Leos in the seventies. I am not going to be comfortable in these years. If not war, various explosions, etc., -- it may be the "tyranny of openness" that will beat me.

But it wasn't a fearful new ordering of things that beat me over the head at Antioch/Columbia. It was the nineteen fifties. Try to create inside a "job description." Is Antioch-Columbia a paradigm of Columbia?

I had met Judson Jerome at S.U.N.Y. - Old Westbury when he was there doing research for his book. When mine was out I sent him a copy:

> I would be very interested in your response to this book. If you have time write me in care of the college. They will forward my mail to Mexico where I'm running off to. Also If you have any suggestions on what I can do with (a) this book and (b) my life or yearly portions thereof, let me know. Yours truly,"

In October he replied.

> "We just might want to have you around here for a period, in the arts program of the Washington-Baltimore Campus of Antioch (which is what Antioch-Columbia is now called). In particular

> we have a space program, working at inflatable structures and such like, and a general concern with communications, particularly on campus but in the world as well, to which you might be relevant. For openers would you let us know where you are, how we can stay in rapid touch, and how available you are."

That had a nice ring to it. Loose, easy. And I was interested in settling down, working inside an institution. For a year maybe. I wanted to do, rather than consult. So late in November I hustled myself back to Washington and called Judson Jerome. We had lunch with "Brownie," Dr. Irving Brown, Judson was on sabbatical, so he had passed my book and resume on to Brownie to see if I might be useful in the arts program. (Brownie had talked to some students about me and showed my little book around.) At lunch they suggested that I meet with some students, particularly those on the CoCoCil. Both men thought that I could make a contribution at Antioch. I was flattered of course but being a good ex-Peace Corpsman, I knew I would get more than I would give.

On December 1,I wrote a letter to the CoCoCil:

1 December 1970

To the CoCoCil:

Fools, High Sheriffs and Clowns are looking for work these days. My name is Tom Hebert. I want to join Antioch-Columbia. It is said of those who appear at town walls that either they leave after a meal or they stay to invest themselves.

I'm interested in working at the Columbia campus; helping achieve a coherence, a jibing in the programs and the daily life of the college. And to relate them to the college centers in Washington and Baltimore.

The "environment as college" represents an important departure in college organization. Changes, Problems. The attempt to free an American education from the demands of property and maintenance must succeed. I suspect that here there are areas of communication, living-study arrangements, social life and New Town Studies that could be coordinated to make Antioch make more sense to itself and give it a sharper, clearer impact on the Columbia, Maryland community where such errant institutions are needed.

Comments:

My thing is living-working environments. Their processes and how they can be made more human. I am desperately fearful that much in the "movement", the "Greening" is a paradigm, a model of the progressivism directing Western Technology. In other words a move away from the human. A mechanical prosthesis for the moving hand. And I'm convinced that the usual management of campus life is bland at best, Stalinist at worst. We are all we need. So do we take in strangers?

Comments:

My undergraduate and Master's work was in Theater: management and mime. I spent two years in the Peace Corps in Nigeria. Taught at Texas A&M at Prairie View, the black campus of A&M. Two and a half years in Vietnam, 1966 to 1968, building

and organizing USO Clubs for GIs and Marines. (This mostly in reaction to liberal rhetoric which I have learned to mistrust mightily.) A stint for Biafra with the UN; some time with the Movement in Washington and most recently on the staff of the State University of New York at Old Westbury. This is an "experimental college". While there I wrote a short book on creating small colleges and how they might live.

TWO TELEGRAMS (check one)

To Mr. Tom Hebert
1509 Q St. N.W.
Washington, D.C. 20009

The CoCoCil having read your application, find much to agree/disagree with. We welcome anyone who wants to help the college work better. The community could probably use some coordination. We don't always know what is going on. There haven't been many parties lately. Your suggestion that the scratch paper/post studded foyer at the Manor House with its enshrined Xerox and welfare office information booth indicates not events and happenings but much isolation, may be true. Join us.

To Mr. Tom Hebert
1509 Q St. N.W.
Washington, D.C. 20009

We read your application with interest. It was provocative but wordy. We regret to say that the members felt that the needs of change, of social action at this critical time are of overriding importance to your rather amorphous suggestion that the here and now of our lives be revolutionary, Utopian. Thank you for your interest in Antioch. Best Wishes.

Tom Hebert

I thought that approach was still loose and easy. Didn't make any demands on anyone. But I wasn't aware that CoCoCil took itself seriously. That it would do anything to solve its problems.

I will now rely on the published minutes of CoCoCil, as recorded in The Book of Bokonon, to carry the story of _____.

Join me at an "experimental college."

DEC. 18 "CoCoCil became concerned about its effectiveness as a managerial operation...They decided that this situation had to change without putting another demand on the budget...It was decided to negotiate with Tom Hebert as to hiring him for a month as a consultant to solve the housing problem in Columbia, and to set up an effective governance structure for Columbia. Tom Hebert is a consultant in education who did a diagnosis of the Old Westbury campus in Oyster Bay, NY and has prepared a manuscript with his ideas for reorganizing the campus to make it more liveable and educationally viable. He was interviewed last week by several CoCoCil members and a few others including myself. I also read his book and found it exciting... Tom was contacted and tentatively agreed to a month contract... The final decisions have not been made yet."

DEC. 21 "CoCoCil must develop a job description for Tom Hebert, who is to be hired as a consultant on Community Services. That is, the Council must decide on priorities and evaluation procedures, since Hebert is to be hired for only one month...Debbie reported that Steve Plumer has rejected the CoCoCil proposal that Tom Hebert be hired to deal exclusively with housing problems, and he had offered a counter-proposal that Hebert be given a week to determine for himself his own priorities, then use the remaining

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three weeks to deal with them. Eric (Human Ecology Center Director) and Brownie argued that Hebert should be assigned the housing problem as his first task, since the administration has been dealing inadequately with the housing situation in Columbia. Ted Tulis (faculty) pointed out that it is unrealistic for anyone to "deal" with the student housing problem in one month. He suggested that CoCoCil demand a decision from the administration on whether or not Antioch is to remain in Columbia, and that they be required to take appropriate steps to deal with the housing problem. Brownie said we must develop our own staff to deal with Columbia problems, and Bill Whitaker (student) called Ted's approach unrealistic in view of Steve's projected response to such demands. He added that he thought Hebert should be asked to deal with problems of community, and asked why it was so important that housing be the primary function of a consultant with Hebert's talents...

"Ted noted that whatever political problems Tom might be able to circumvent as an outside consultant would remain whether he came or not, since the institution, with its several geo-centers, is designed to promote conflict. Gred Dunn (student) pointed out that it sounded like Ted was arguing for centralization of the campus, and asked what the response would be if Tom advised leaving. Brownie said that Tom would be hired not to find out why we should stay in Columbia, but rather, what we should be doing. Eric and Ted said that the report would be valid, but that it would be unacceptable to them. Bill asked who had ever said that Human Ecology should leave Columbia and was told by the others present that they would rather not discuss the question at the present time. Eric read a statement that charged Tom with "dealing exclusively with student housing in Columbia." Bill said that he would vote against such a statement unless it were changed to read: 'Dealing <u>especially</u> with housing and related problems of community.'

"Greg added that he felt that to charge Tom only with housing would be "severely limiting" considering Tom's background at Old Westbury.

"Eric argued that we must have an evaluation procedure and that since the foremost problem was housing, Tom should be hired for that and evaluated on the basis of his performance. After discussion he offered the following compromise:

"Move that CoCoCil appoint Tom Hebert to investigate the various aspect of community problems that confront Antioch-Columbia. His initial appointment is to be for one month, and his first task for that period will be to deal with the problem of student housing. He will be evaluated during this period and will be expected to: (a) investigate and document the present situation, (b) determine goals that result from this study, and (c) suggest methods of implementing these goals.

"Although Mr. Hebert will be evaluated primarily on his effectiveness in dealing with the student housing problem, he is also asked to address himself to other community problems during this initial time period." [sic]

"The question was called to a vote, with Brown, Dawes and Rifkin for; Whitaker abstaining. Brownie said that due to the absence of so many members for the holidays, the vote must be unanimous to be at all valid. Bill agreed to change his vote to "for." The meeting was adjourned."

I was in Washington unaware that I was being thus discussed. Finally I got a call saying that a one month contract was being offered for a study of the college community with special reference to Housing and Governance. I didn't much appreciate the direction-giving but felt that a month thing was good for me also. I was beginning to have some second thoughts about a long term stay at Antioch. I tend to become bored at politicalization when it is a mode of operation. Telephone negotiations with me were

handled by Debbie Dawes and Lynn Baufman, both students. I thought that they handled themselves very well; I hoped that it was educational. So accepting the fact that it was going to be "consulting" once again, I went away for the holidays.

I had been told that that a contract for approval would be sent before Christmas. None. I was to begin the fourth of January. I waited. Finally that Monday I sent a telegram for clarification. Tuesday morning I called someone and they said to hurry out for a CoCoCil meeting, that I was of course hired. Full of cheer I drove out and found Debbie and Brownie. They gave me a copy of the CoCoCil minutes of the twenty-first I have just quoted. I guess I was stunned. I said that for the nominal amount of money I was being offered, for the shortness of the contract, I couldn't accept the "evaluation procedure" and felt that being told what to do would limit my effectiveness and my interest. As aforementioned, I am a Leo; and not applying to IBM in 1957. Well, they said we could work it out in the soon-to-begin meeting.

JAN. 5 "Tom said that he viewed the job as a consulting job for one month and would approach it in those terms, and that anything that would happen after that would just follow naturally. He said he felt his role as a consultant was to get a sense of the ideas and feelings of the campus, to report them back to CoCoCil and to suggest how they might be fulfilled.

"He will be expected to deliver a written report on the housing situation as soon as possible, and then a final written summary. A task force of students and faculty will help Tom deal with the housing problem."

I beat back the "evaluation procedures" nonsense, but acceded to their demand that I study the housing and governance problems. Like I needed work and CoCoCil had a need to sound efficient. But I was still worried.

JAN. 7

"Then there was a discussion about the housing problem. There was a rather emotional exchange about the specifics of Tom Hebert's duties in regard to housing. It was cleared up that Tom was a consultant, and he didn't want to function in roles that would compromise his effectiveness as a consultant. He would work on the strategy and planning for it as a consultant. It was decided that there was a need to hire comeone to take care of the operational aspects of the housing operation, the day-to-day management...

My job description was reformed into the following hiring letter:

"...Your general charge shall be to investigate the various problems that confront the Columbia center of Antioch's Washington-Baltimore campus as a result of which you will submit to the Council a report in which you lay out (1) your perception of the principle problems that face the Council in operating Antioch's educational venture in Columbia, and (2) your recommendations of actions that might move us toward solving those problems.

> "The Council asks that within this framework you undertake as your first task a study of our student housing situation to help us identify the factors operating in the present situation and to arrive at alternative solutions to the problems besetting us. We are looking forward..." etc.

I found the courteous tone of this letter much easier to live with although I knew what they didn't: that I would just do my thing, regardless. However, certain possibilities in the housing thing really did interest me. In the chapter on "Client Support" I will go into them in greater detail. Here I can describe how I spent some of my time at Antioch-Columbia.

The student housing program was and continues to be the least successful solution that could be imagined. Reading the College's files on the pre-planning of Antioch-Columbia one finds imaginative thinking and terribly accurate forecasting of the present situation that has the college $10,000 in the hole on apartment rentals. I understand that many of the people that planned the college didn't stay to work it. So there is little "institutional memory" of the early thinking, on housing for example. By January 1971, two years later, the housing issue was more than a problem, Yea it was a bog.

Peter Hanrahan is a young student. I remembered that whenever his considerable competence threatened me. He was the Housing Director when I got there; or rather he was being re-hired as Housing Director at my insistance soon

after I arrived. Peter can work hard, is smart, and was being hassled by everyone for the lack of coherence in accounts, the arrears and the quality of the student living spaces. CoCoCil felt that it should have operational authority over the housing. The administration had always let a student handle the housing. So there was a series of volunteers and paid people who tried to handle the students and The Rouse Company, concerning apartments. Fourty-two apartments.

No one had ever worked out a system for accounts, rent receipts, deposits, evictions, leases, inspections, etc. No one had ever figured out what you need to have an apartment rental operation.

It was insane. And Peter was supposed to make this system work. As Peter's office was next to mine, it was easy to spend an hour or so a day chewing over the various aspects to his operation. He made a plastic situation chart, started to enforce deposits, handed out receipts, signed leases, totaled loses, threatened poor-pay artists with evictions and I think, got his morale up. Although I kept the technicalities at an arm's length, I rather enjoyed futzing around with Peter on the "Housing Problem." Now why didn't the college get a rental expert from somewhere (The Rouse Company?) and set up a system initially that would have been simple to operate and not doomed to failure? As it happened, students got blamed for the failure. Students need success in such things, if they are to learn.

On January 10th I proposed a Housing Task Force to go deeply into the various alternatives available in The Rouse Company offer to construct housing. As my energy was still low after the initial appointment struggle, I didn't push it that week. It was rather original in design though: faculty-student co-chair-persons; task force as a learning unit; that the members, selected from applications, be given pay or co-op credit; and the team be given a budget. I thought that the team would be the basis for a "charrette," the architectural design process based on encounter techniques.

Later in the month, a large meeting I chaired selected architect Brenden Donegan, then working with Blair Hamilton in the Environmental Design Center of the College, to be Director of the Task Force.

JAN. 26

"COCOCIL DECIDES ON HOUSING AND SPACE. At the CoCoCiL meeting on January 26, these important decisions were made:

1. All students presently living in Antioch leased housing in Columbia will have to have signed a contract and paid a month's deposit or have made arrangements to have done so by February 15, or they will no longer be able to live in the apartment. All new students will have to sign a contract have paid a month's deposit before they move into a new apartment.

2. ...

3. CoCoCil recommended that Brendan Donegan be hired at $1000 a month as Director of the Columbia Housing Task Force and that Joe Shea be hired as his assistant at $400 per month...CoCoCil regarded the Housing Task Force as a top priority since it was a rare chance, they felt, to design housing to stimulate students and allow them to interact with themselves and the community.

Those were two victories: one for Peter and one for me. The last two weeks were quite pleasant. I wasn't getting hassled at CoCoCil meetings and the outline of this paper was beginning to form itself. Almost happy, I was able to work. The nineteen fifties began to lift.

The Fourth Case Study

For about two weeks in late January, early February, a dozen people worked and worried "orientation" for the incoming students, to arrive in February. Meetings and meetings were held to organize an "orientation," as if this was the only thing to do; like the Peace Corps could never outthink "selection" and "training program." I mean it is all 1950s junk.

So orientation happened. Barbara Raine's Personal Resources program did Encounter things that were successful, but for my money the only creative thinking involved was Steve Plumer's suggestion to Geoff Himes, Bokonon editor, that he write up a history-evaluation before it took place, to hand out to the arivees. As it was a great and glorious idea, Goeff did it and did it well.

I know that Pete Gerber and Steve wanted something a bit fun, unusual, a bit probing. But they didn't see to it. No one followed the process to shepherd it into greener pastures. For those interested in an interesting "first week" in an institution, read Halprin's RSVP Cycles: Creative Processes in the Human Environment, 1969, mentioned earlier.

"There is an assumption in this article that creativity is a quality which can be developed and improved through training and deliberate practice...The concept of creativity upon which this discussion is based is a broad one. It is not reserved for an artistic elite. It is considered a universal phenomenon, a continuum, shared in different degrees by a far greater range of society than those of its members who come under the category of creative artists."

--Harriet Ortman, How Psychodrama Fosters Creativity, Moreno Academy, Beacon, New York.

(Thanks Janie.)

These "case studies" are concerned with the issue of Creativity in an "experimental college." Creativity does not have an easy time of it in such places. Energies are wasted on contrived orthodoxies, politics dilettantism.

Creativity has ways and means. It is not a mysterious process, only wondrous. It derives from expectation and encouragement in the institution. It needs protection from the ambient political processes, which generally mean it no good. There must be ongoing support and resources, both human material, followed by performance and critique.

If a college is going to do better than "paralyzing poverty," mere survival, it must establish creativity as the norm. For "creativity generates thus far unknown information," as I read recently on smudged mimeograph.

A college should devise means to identify creative potential in people and events; opportunities to think new about the old. I want Antioch-Columbia to demand and support creativity. On balance, I find it less dangerous than "Social Change." And perhaps more rigorous.

It seems urgent to carry water to the Aguarian Age. To prime it.

"A society escaping from the decadence of growth can be formed only by a sum of individuals individually transformed."

--Staffan Linder, The Harried Leisure Class, 1970.

"Thus, katha (the drug experience) is the exhilaration of the transient impression of having enlarged conceptual space. In contrast, eureka, though a transient exhilaration also, accompanies the creative act of contributing a unit of conceptual space to the evolving needs of man. Knowing eureka often requires a difficult, frustrating, lonely and usually time-consuming journey. Which route one selects depends upon how concerned he is for man's future."

--John B. Calhoun , "Space and Strategy of Life," Ekistics, June 1970.

"Without the play the children wept and would not dance."

--a note on a dance mask, Federal Museum, Lagos, Nigeria.

"Everybody is young these days."

--Satchel Paige, TV Talk Show,
March 13, 1971.

THE ANTIOCH STUDENT

FOR AND ABOUT

A hash, with egg on, this section. The students I met at Antioch-Columbia were a good and talented bunch. I had most contact with "those To-The-Manor-Born," those who worked at the College headquarters, Oakland Manor, or were endemic to it.

Mostly they had excellent high school educations and therefore would pass their lives educated. They were wise to technical languages, used them with ease. Like Geoffrey Himes's (poet) preoccupation with the College's finances. The language of contemporary institution building ("supportive," "educative," "affect," "I hear you saying...," etc., was as effective in their mouths as in the faculty's. These people were indeed often seen as peers by most members of the faculty.

I liked them as people, found them competent, often well read and very open. The group of students that do the management thing are not full of humor, but they are searching and honest.

I didn't find the rest of the student body. It is there; it regularly checks its mail. Then disappears into apartments, jobs, projects, cars and heads. Antioch-Columbia should devise a system to unearth the students regularly. Let them show themselves. The dance I attended in December was terrific. A gregarious group, having a ball. But they are allowed to Burrow; with little alternative.

"In middle-class neighborhoods, there is no street life, for all social activities take place inside the home, children play less often on the sidewalks, and the street is used only for transportation. Such neighborhoods look dull, notably to the visitor, and therefore seem to be less vital than their ethnic and Bohemian counterparts. But visibility is not the only measure of vitality, and areas that are uninteresting to the visitor may be quite vital to the people who live in them."

--Herbert Gans, reviewing Jane Jacob's The Death and Life of Great American Cities, Commentary, February, 1962.

"General Criteria

We are looking for evidence that you are a productive person, that you can cope with the practical problems of living and working independently, that you can be depended upon when others are relying on you. We are seeking students who are self-motivating and creative, but who also know the necessity of teamwork and community consciousness....We are looking for people who are conscious of what is happening in the world, the country, the city, the street on which they live."

--Spring 1971 Admissions Booklet.

But then the looking stops.

Some fantasies about experimental colleges, a list thereof:

- ☐ That "experimental" as an adjective to "college" means "experimental." It generally means "experiential." Experiential is no longer experimental.
- ☐ That experience is a good teacher. It isn't. The reflection is.
- ☐ That Antioch-Columbia students want to work their way through college. They don't, by and large.
- ☐ That applications indicate what or how students will do in their college career. Find some other use.
- ☐ That selection (Admissions) means anything, other than maintenance of the existing.
- ☐ That Antioch students are not success oriented. They know the starting salaries of recent graduates.
- ☐ That "independent study" is independent. When actually done, it is <u>collaborative</u>.
- ☐ That you can operate an "experimental college" with experimental students.

"END & REBIRTH OF EXPERIENCE

Experience is now useless. It's no good at high speed. With speed up of information, practical men become obsolete. Experience isn't enough. Only knowledge avails. 'Experience is the schoolmaster of fools.'...Information overload requires speed up which permits recognition. We live in the first age when information is so abundant & change so rapid, pattern recognition becomes possible for everyone. Until the present era, this awareness was limited to the artist, who had the power & courage to read the language of the outer world and relate it to the inner world. But today, for survival, everyone must become aware of what is happening to him, despite the attendant pain of such comprehension."

--Ken Heyman, photographer, Edmund Carpenter, writer, They Became What They Beheld, 1970.

"Men are suddenly nomadic gatherers of knowledge, nomadic as never before, free from fragmentary specialism as never before -- but also involved in the total social process as never before..."

--Marshall McLuhan, Understanding Media, 1964.

"With the threat of rebellion on the one hand and induced neurosis on the other, I am inclined to let the young decide. Once the limits have been tested, once the vapidity of certain kinds of indulgence has been discovered, once people recognize how powerless they are without knowledge and skill, they may well be in a frame of mind to use the educational opportunities available to them."

--Judson Jerome, Culture Out of Anarchy, 1970.

"Some degree of stress in infancy is necessary for the development of normal, adaptive behavior...In many situations effective behavior in adult life may depend on exposure to some optimum level of stress."

--Dr. Seymour Levine, Stanford School of Medicine in The News American, February 11, 1971.

"I find myself getting credits for stuff I used to do normally."

--Antioch-Columbia student.

Women and Men at Antioch-Columbia

Asking about Women's Lib and why many girls at Antioch-Columbia were rather retiring, I was told that they quickly domesticated themselves or , alternately, were domesticated. Their lives are full of boyfriends, apartments and meals, consternate parents and neighbors.

What seems to be a new life style, morality, etc., is in many cases a Middle Class one assumed at an earlier age; say about eighteen. Some sort of feedback on what is Hip is needed.

"We are not stuff that abides, but patterns that perpetuate themselves."

--Norbert Wiener, The Human Use of Human Beings, 1950.

"These collective pamphlets, books, and bible of Women's Lib...were...artfully designed to advance the fortunes of the oncoming technology of the state?"

--Norman Mailer, Harper's Magazine, March 1971.

Dope

Discussing Dope is dangerous for anyone over 30 and not into it. What the hell. These thoughts: Dope and Encounter Groups are after the same thing: emotional competence in a change-world. A student pointed out that Dope is an education, but that there shouldn't be Dope in school because Dope-Behavior is "erratic, abstract and undisciplined." In the preceding section on "Creativity," I quoted John Calhoun on Dope. Once again, it is ersatz to the real thing, I think.

Student As Parent

They said my friend Henry was in a "leftward drift." This was always funny because we knew at the end of it there would be Henry, waiting to meet himself.

Students at the end of their drift often meet, almost become their parents. It goes like this:

Active high school Graduate becomes College Student. Student becomes Activist as befits ambition. After some confrontation picks up analysis, thereby becoming Student Radical. Student Radical gets asked into informal system management role. Soon feels this is a hustle, system is still fucking over students and so he/she becomes emotional protector of student rights and then a Student Protector.

Soon we have a protective Junior Parent, unwilling to let anything, anything at all happen around students. It is sort of a Hansel and Gretel world. Made up of bogies and children.

But...

"When the institution is more radical than the students, they are castrated."

--unknown speaker at Community Meeting with Antioch President Dixon, January 7, 1971.

Aloneness

The Middle Class student can be in a real bind. He may choose to live in a "scarcity culture" or as Mead calls it, a "non-cumulative society." Being Middle Class today means that a young person has alternatives. The system's reward for success used to be assurance "that my kid doesn't have to go through college the way I did." Today the student has been given alternatives by successful parents. If he is an Antioch student he can probably get together a couple, three thousand a year, a car and join a free-floating elite.

But as Joe Shea pointed out, he faces chaos. He may be flexible, not be saddled with goods and great needs, but there is no help, not even a road out there. There has been a failure of role models. The student feels abandoned on the threshold. Parents, teachers, relatives, are clearly not able to negotiate this passage themselves; yet they haven't admitted it. The adult anxiety about the world it has created is very apparent: it is looking to blame someone. And it has turned on its human future.

Aloneness is a system having these components:

Privacy

Solitude

Isolation

Abandonment.

They are integers of the problem of Self. Far from being the Communal Consciousness (II - III - Many), this generation of young people is truly confronting the Existential Predicament uncovered by the Machine.

And I sensed much more abandonment as Antioch-Columbia then "independent study."

"Isolation is interaction between two parties, one of which leaves, after exerting certain influences...The feeling of isolation is rarely as decisive and intense when one actually finds oneself physically alone, as when one is a stranger, without relations, among many physically close persons, at a 'party,' on a train, or in the traffic of a large city."

--George Simmel, The Sociology of George Simmel, 1950.

"Eugenia Butler decided to test the 'gabby woman hypothesis' by seeing how long male and female college students remain in a college cafeteria. To her surprise, she found no difference between men and women, but there was a marked difference between students dining alone and those in groups. Students eating alone remained an average of 15 minutes, students eating with members of their own sex remained an average of 28 minutes, and students eating in mixed-sex groups remained an average of 34 minutes."

--Robert Sommer, Personnal Space, 1969.

"Tom, there is no 'Lost and Found' at Antioch --
only a 'Lost.' "

--Phil Arnoult, Director of the
Theatre Program.

To the perspective student: List some decisions you have made.

(1)

(2)

(3)

"I'd rather hastle non-structure than deal with structure under your feet!"

--Katie Kinney, student.

Institutional Trappings

I propose that each tuition paying person be provided with:

- An Antioch Sweat Shirt.
- A hollow core door for a desk (seconds at $1.00 each).
- A small metal filing cabinet with carrying handle.
- A package of cork panels with adhesive backs, for notes.
- An Antioch decal for the car.

A place to study. And identity. Both are useful.

"Such pleasures as a cup of coffee or a good stage play are not in fact pleasurable, unless we can devote time to enjoying them."

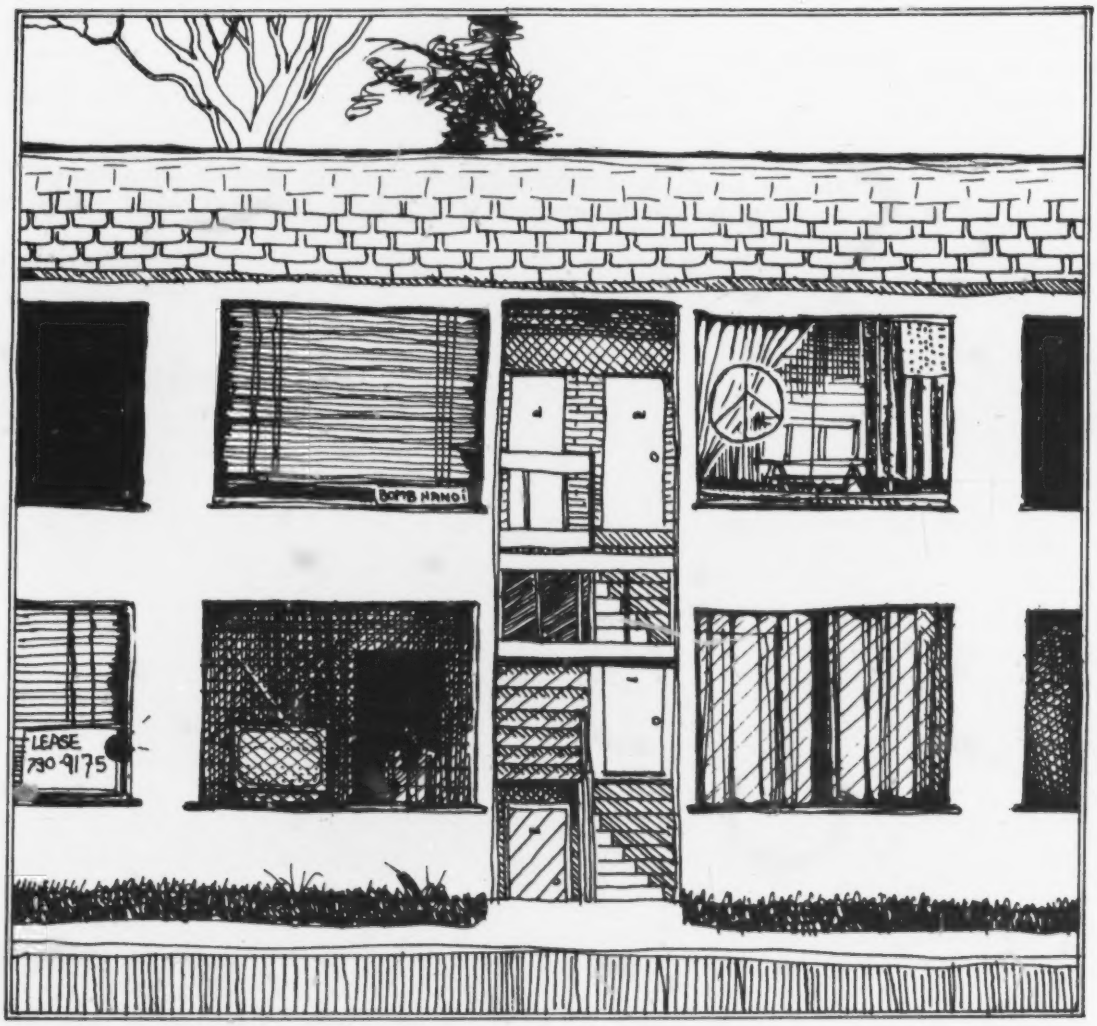
--Staffan Linder, The Harried Leisure Class, 1970.

"Name a time!"

--Ricky Barandes, student.

"Learning seems to progress best for most people when there is an appropriate balance of learning with others and studying alone."

--Luft, Group Processes, 1963.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Learning and Living at Antioch-Columbia

Thus far, this book has some resemblance to a Required Reading List, some to a Book Club gone made. O, I would rather it tended more toward the mad than the required. This will be short.

Antioch-Columbia students should live better than they do. Over 100 live in the Til bury Woods Apartments. And they there don't make much difference to themselves or the community. As Rick Creasy (former Housing Director) said "I can't emphasize too much, the destructive nature of Til bury Woods Apartments. I'm aware that criticism of Til bury is going to raise the anger of those paying rent. There is a good deal of loyalty to those apartments. I'm sure that much growing up and settling down has taken place in them. And a good deal of learning.

There must be an explanation for having Antioch students tucked away in middle class apartments made of ticky-tack, but the explanation might be as tedious as the housing. It has to do with fuzzy pre-planning, disappointment with Columbia on the part of Antioch administrators, and lack of insight on the part of The Rouse Company.

Boredom went off like a bomb in Til bury Woods. And because boredom is endemic to New Towns, any new thinking about the living systems of students at Antioch-Columbia should start with "how to generate diversity in our housing."

"The goals of student housing as defined by the British National Union of Students:

1. To provide shelter for the student and his books.

2. To allow for privacy and facility for quiet study.

3. To surround the student with opportunities for comradeship."

--Robert Sommer, Personal Space, 1969.

Random thoughts about the living environment:

- [ ] Faculty should live in Columbia.
- [ ] Students should ride bicycles.
- [ ] "Euclid MacPherson," The Antioch Rock Band: two, three, many.
- [ ] Seminars each semester on Apartment Living.
- [ ] Community meals are vital.
- [ ] A monthly party.
- [ ] Inaugurate the "preceptor" role for upperclass persons. To provide the possibility of leadership in the student living community.
- [ ] Return to Jud's idea that the Mail Room should be an inviting place to meet.

Comments and Reactions:

"COLUMBIA SEMINAR--...(b) CoCoCil was informed that Eric Rifkin was opposed to BEER being brought into the Wild Lake Center (Human Ecology Offices). Something about 'staining the rug.' Bill Whitaker is authorized to discuss the matter with Eric later today."

--CoCoCil Minutes of January 14th 1971.

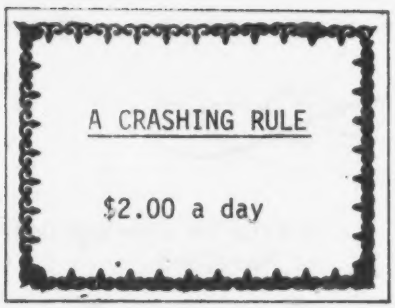
"Just to give an example. At one major institution six students were housed in single rooms and they shared a common lounge. This was considered the best possible way to live. But in studying what happened it was found that students had absolutely abysmal academic records. On checking for a substantial period of time, it was found that the major reason was that since six people can fit in a car, when the students went out for coffee breaks at night one student would ask the second one to go, the two would ask the third to go along, and in the end they would all go. This is a problem that is eliminated if eight students study together. Eight do not fit in a car."

--"Systems Building," Ekistics, February 1971.

"Looking for a place to study?

Because of essential remodeling the former Study Room, (rm-155) has been re-assigned as a book processing area. However, the seating capacity of the library has not been reduced. All desks, etc., formerly in Rm 155 have been added to the stacks and reading rooms. Please report to the Stack Supervisor (Loan Desk -2nd Floor) if you cannot find a place to work."

--Notice on Library Door, University of Maryland.


A CRASHING RULE
$2.00 a day

The Rouse Company decided in January to build housing in Columbia for "Young Adults." Before I got into the discussions, Rouse was thinking in terms of mix, rather than limiting it to students. It was exciting. The possibility of an "island of diversity" in the sea of Columbia sameness. But as I have said over and over again, Rouse is not building vitality; so I whipped out a memorandum to a good man over at Rouse, Peter King. Peter was the principal liaison between Antioch and The Rouse Company. It was a plan for a "mini-city."

ANTIOCH COLLEGE
WASHINGTON - BALTIMORE CAMPUS

OAKLAND MANOR
OLD NORTH ROAD
COLUMBIA, MARYLAND 21043
301-730-9175

24 January 1971

MEMORANDUM

To: Peter King, Rouse Company, Rouse, Maryland

From: Tom Hebert, Hustling Consultant To Antioch Community Council

All about Student Housing For Antioch students and how we can make a better world thereby. The creative decision has been already made: housing to be provided for a mix of residents. You have already suggested health paraprofessionals that will be coming to Columbia, community college students, secretaries, sinlge, low income workers at Columbia and others who want just basic accomodations, at low cost. To build new housing for such needs is a unique decion I believe. It is usually left to the older parts of cities, to older buildings.

Now to blow someone's mind. I think this housing complex should go on to fill the most critical needs in Columbia: diversity and concentration. We are involved in a search for a city for Columbia. No city now exists; none is possible in the plan as it now exists. The ingredients that mean spirit, life, creativity, even civilization are not here. Columbia needs a "quarter", a real village, a Greenish Village,

I see a dense space, around a multi-use space ala Reston. A Good public space that will hold public meetings, that has residents, shops, services and plangs to hang out in.

1. Laundry shop
2. Cafeteria, low cost eating
3. Snack Bar
4. Rental Space for classes, meetings.
5. At least five or six small shops
6. An arcade or portico around the open space. Essential.
7. Coffee House-Tavern
8. Village Store
9. A central focal point(fountain, stele or big tree)
10. Places to study
11. No lounges.

The housing program you have talked about is good, I think.

1. Single rooms, rentable to all.
2. Apartments
3. Suites around Central Kitchens and Toilets.
4. Open Dormitory maybe?

"No one way is a good way to house a city neighborhood; no mere

two or three ways are good. The more variations there can be, the better. As soon as the range and number of variations in buildings decline the diversity of populations and enterprises is apt to stay static or decline, instead of increasing."

--Jane Jacobs, The Death and Life of Great American Cities

And there you are. Without such inputs, Columbia is going to bore itself to death. So at this point, we have to call for a tough charette and good architects. This could be an exciting project for all the citizens of Columbia. We are creating a good place for them to go. It is not a place soley for students(freaks) but a fillip to the whole community.

Can Rouse creat CITY? He says he wants to.

Note: Subsequently Rouse and Co. found that they could not put up any sort of housing this year. Perhaps next year. The "charrette" I had wanted will not happen; the team of Donegan and Shea flaked away. Rouse hired an architect who had done a complimented apartment house in Silver Spring to design the "Young Adult Housing." He asked for an opinion sampling of Antioch students:

"22. How many people per unit by sex:

--only one person understood the question
--many wanted half male and half female occupants
--the person that understood thought 3 amles could live together well"

Thus it went. Funniest thing I read at Antioch. Sad too, that students will have no say about the housing that will be built for them. In any event I figure it will be mediocre. Rouse does not want to take the time to build something really new. If it is not a good building, I hope that Antioch students prevent it from coming out of the ground.

Incidentally, what are the best locations in Columbia for

Leafleting?

Demonstrations?

Guerrilla Theatre?

Rallies?

What are the political pressure points, the organizations?

Right on!

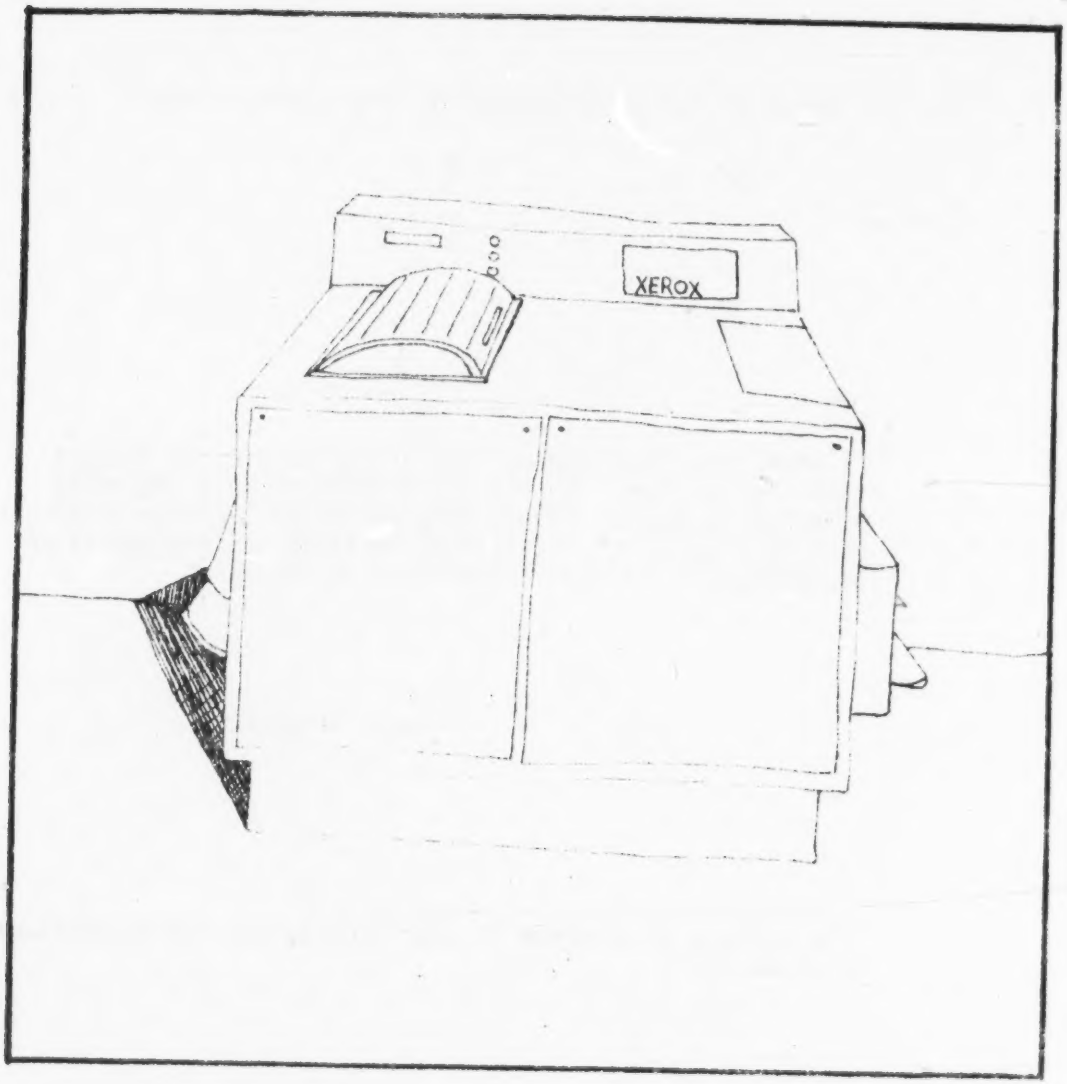
"I have found that the ability of man to use his highest faculties to cope with his environment is more favorably affected by design science reformation of inanimate environment than by direct legalistic, punitive, physiological or psychological attempts to reform human beings."

--Buckminster Fuller

"The Library of Congress is near the Capitol and is available to students."

--Spring 1971 Orientation Booklet,
Antioch-Columbia.

Still?


XEROX

Specific Thoughts About a Learning Environment:

(1) If you are going to experiment in education, don't move into a 19th Century Manor House, no matter how good the deal. If you cave in and find yourself in one, accept it on its terms. Make it beautiful. It is best to support the original intent. You can never defeat it.

(2) Don't build partitions. If there are moveable partitions, take them out and thus limber up the space. You will need comfortable milling space.

(3) Install a coffee shop. Untended coffee machines are unhuman and are always out of something.

(4) Organize poster and notice distribution. A swarm of information fly-papering the walls is not communication.

(5) Pay a student artist to do your silkscreening. Support good graphics in all that you do and say.

(6) Install a music system.

(7) Why try to make it without a student-faculty lounge?

(8) You will desperately need an offset press. Find a room and begin classes in offset operation.

(9) Try for an in-house food service. A meal a day anyway. It will bring folks out of their burrows.

(10) The old Xerox machine. Is noisy but a great thing to bring people together with. Antioch's consumed around 40,000 sheets a month. January 14th the Xerox Man came with a new and grander model. I think the spontaneous class he conducted for 25 people gathered in the lobby was the most successful lecture of the month.

(11) A library is a place with books where you can sit and read books. Your books or the library's books. Anything else is not a library. And a college needs a library. I never saw anyone carry a book at Antioch-Columbia. True.

(12) If someone of the smart of Blair Hamilton offers to build a Bubble, one acre of it to put your college in; and he is a recent graduate of your college; is on your staff; is competent and creative; never flag in your support of the project. If you do, the Bubble may burst. If you get the Bubble, you may be on your way to an "experiment."

"These are the people their gurus warned them about!"

--one observer to another at a
CoCoCil meeting in April 1971.

A GOVERNING MODEL (FOR THE HELL OF IT)

Proposing a governance model is analogous to a pastry chef with his icing bag squirting frivolousness in lovely designs. I am not sure I believe in "governance." With everything "governance," you get only that.

I assume that it is clear that I didn't have much confidence in the group that hired me, CoCoCil. Good people floggin' old Dobbin. Last I heard, CoCoCil's 12 newly elected members (all students) were planning to go back to the college community to find individual constituencies to represent. This,mind you, after the election. These people have not yet realized that their fellow students are not any more interested in elections than the rest of America. And no one expects their duly elected representatives either to be that or do that.

Students everywhere have been sold a schuck: governance. And governance is seen as decision making. If it were systematic involvement of the people and the utilization of their talents in what concerned them, then I would buy it. As it is, governance creates the governed.

CoCoCil spent 4 hours a week trying to drum up belief in itself and credibility in others. Won't ever do it. CoCoCil well knew that it was the People's Opera House in a company town.

"Most students and faculty do not wish to be saddled with 'Administration' and when they are, it is a minority who try to exercise administrative perogative."

--Morris Keeton, Proposal For a College At Columbia, Maryland, January 6, 1969.

"...in the name of anarchy and freedom, the community has evolved its own kind of totalitarianism. Its vague governance procedures have led to rule by whim, the whimmers being not necessarily malevolent self-aggrandizers but merely those who are willing to do the work and come to meetings -- a fairly small, stable group."

--a member of the Portland Learning Community, 1971.

"THE POLICY GROUP

There has been some discussion, however, about the future of the group, since it hasn't met for some time."

--Spring 1971 Orientation Booklet.

"Should a small Task Force be formed to look into how to make CoCoCil a more effective body?"

--comment at CoCoCil meeting, January 19, 1971.

"CoCoCil currently is trying to set up an effective managerial process for implementation of its policy."

--Spring 1971 Orientation Booklet.

"Governance groups are like Alka-Seltzer."

--overhead on the way to the Arts Party, January 29, 1971.

"If you can't change a rule, enforce it."

--overhead at the Arts Party, January 29, 1971.

Anyway you cut it...

In order to have power
Students created CoCoCil
and then looked for issues
on which to be effective
to gain credibility
in order to have power.

... Power is only power.

Steve Plumer, the dean, runs the college. But he does it well, often. I think he is modern. More so than the atavists on CoCoCil. I collected some of his ideas from around and about; he hasn't written anything on his management theories; we had one short conversation; he is very busy.

> He sees organizations as dotted lines. Internal structures are therefore changeable. He speaks of management as "boundry maintenance."
>
> "Plumer feels support on some issue and then moves."
>
> He has a "conflict model" of management. Something like Drucker's out of conflict comes creativity. Except Plumer gets energy.
>
> Barbara Raines: "When disgruntlement arises, Steve forms a new group."

Steve should get his processes more out into the open. He is essential to Antioch-Columbia now because he believes in the people and is creative. Come back Steve.

"Moreover, these societies tend to oppose an arbitrary exercise of power by a single individual; tney encourage cooperation rather than competition among their numbers. Planning in such groups, therefore, unlike that in the high cultures, is likely to be largely a matter of consensus."

--Douglas Fraser, Village Planning in the Primitive World, 1968.

"Probably the most subtle but important implication made here is that the manager must shift back and forth from a structural perspective to a membership perspective."

--Vardamn & Halterman, Managerial Control Through Communication, 1967.

Funded Introspection

Antioch-Columbia received a $25,000 grant from a small foundation to study itself. Somebody had the good idea that a "Self-Study" would be useful in the process of getting Antioch-Columbia organized and accredited. Mike Metty, a sociologist, heads up the group. He conducts it like a seminar. Self-Study Group meets Monday at 1 p.m. About a dozen faculty and students voluntarily belong. Students get credit. Self-Study Group is part of my governance model.

Self-Study invited the National Training Laboratory (NTL) to do an outside evaluation of the group. They interviewed members of the group and attended some meetings. They found that the group was the most successful group at Antioch. It had a high sense of reward for belonging to it. High confidence. It was not, however, a particularly cohesive group; much like Antioch itself. It is not a democratic group in any sense. Metty knows what should be going on, drives towards it and the students get aboard.

Self-Study clearly had more credibility than CoCoCil. Debbie once had to beg Greg Dunn to bring a matter before CoCoCil before he took it to Self-Study. She couldn't pin him down.

Self-Study has as its subjects of study:

Accreditation

Successful experimentation

The new campus

Quality of life, student services

Learning objectives

(1) Group dynamics

(2) Learning about institutions

There were papers on Library Services, history of the venture, etc. The Arts Party in late January was an idea of the Self-Study Group.

Self-Study is a "process observer," a "feedback mechanism" to the college. With it an institution can become "self-defining." I find the concept of institutional self-study exciting.

I see the Self-Study Group as a "screen" for issues. I see it as a competence builder for other small groups, for it should be gathering information on small group processes. Self-Study could be the keeper of the Kerygma. It could be a long-range planning unit. It could be a "suggestion box" to the college. It could waft ideas into idle time and talent. It could continually "energize the environment." It is cheaper than outside consultants. And it is innocent of governance.

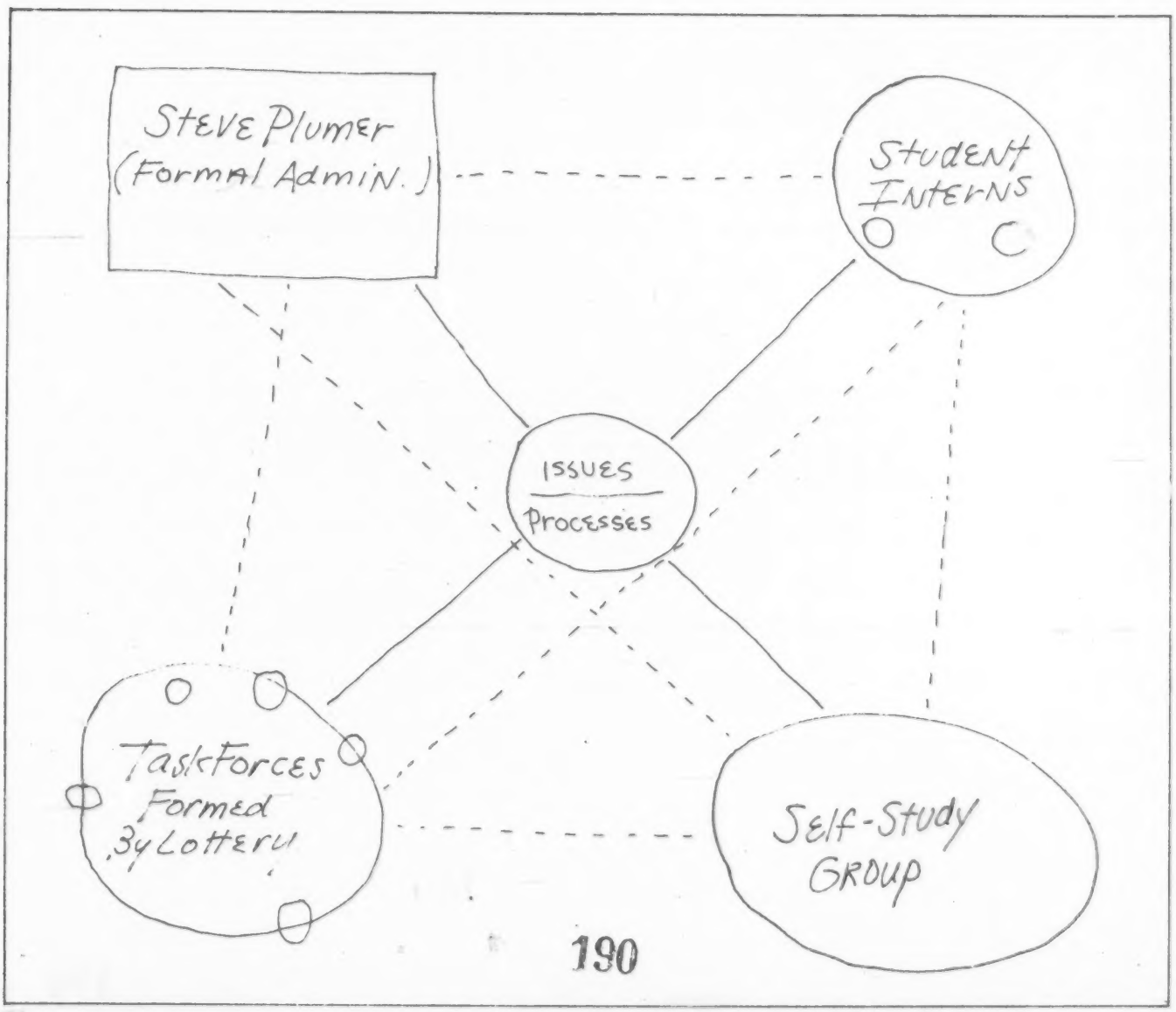
"The Chimps began using the mirrors to inspect and manipulate their bodies and make grotesque faces at themselves."

--Psychology Today, March 1971.

"There is a search for psychological order, and a kind of universal constitutional law is finally recognized: a fundamental law of man and his feelings. The mark of a group is its concern for human emotions."

--Luft, Group Processes, 1963.

governance model 4/71-A.C.



And now for my model: In one circle you have Steve Plumer and the formal administration accountable to Yellow Springs. In another circle there are the Student Management Interns (currently two) who have some authority. In another circle there is the Self-Study Group. In the fourth there is a number of Task Groups, organized around single issues, concerns. They dissolve after completing their tasks.

They are formed by Lottery. A lottery of the whole college community: students, faculty, administration, support staff. A big lottery cage, with little balls representing each person, would have a permanent place in the main lobby of the college. When any matter requiring solutions/ alternatives, etc., came to the attention of either the Student Interns, the Self-Study Group, the Administration, or by petition of 12 students, the Keeper of the Cage would crank out seven (7) names. These seven people would be contacted immediately and asked to serve. They can of course decline. The Keeper keeps turning the wheel until he gets seven accepts. The group convenes at a time arranged by the Keeper. They then establish procedures, directions, priorities. The Keeper will have given them an outline of the issue. They will immediately establish a time line on which to work. The group should know about how long it will be in existence, when their work will be ended.

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Any such group will only have the power of subpoena. This must be granted by the administration and protected by it. Each Task Force will work with as much authority as possible, if The People are to be trusted. At the end of their work, before they disband, they will publish a study of the work, processes, conclusions and recommendations for carrying them out.

In this model each community member has an equal chance to participate in "government."

"The greatest single weakness of Socialism is the number of meetings it requires."

--Heywood Broun.

"You have now come to the end of this little book. Consider what you have learnt from it. Pause for a minute and ask yourself these questions: What have I gained from reading this book? Has it helped me to understand my lessons? Has it taught me any new words? Has it helped me take greater interest in the people and things around me?

If it has helped you in any of these ways, then I shall feel that my work has got a nice reward. Then I shall be happy to help you more and more. Your parents and teachers will help most of all. Love them. Obey them. Be polite to everyone. Thus you will grow up good and loyal citizens of..

May God bless you."

--- GENERAL KNOWLEGE MADE EASY BOOK II
N.D. UKAH, ONITSHA, NIGERIA, 1953

"...the ultimate end is negligible."

--Camus.

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Presenting:

Bill, Brownie, Debbie D, Debbie H, Ed, Geoff, Greg, Janie, Jim, Joan, Jud, Lynn, Peter H, Peter K, Nancy, Nelson, Video.

Graphics: Phil Jones.